REPORT RESUMES

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A POTPOURRI OF IDEAS FOR TEACHERS OF THE MENTALLY RETARDED.
VOLUME II, THE PRACTICAL ARTS.
BY- BLESSING, KENNETH R.
WISCONSIN STATE DEPT. OF PUB. INSTR., MADISON

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THIS BULLETIN DEFINES THE INTENT OF PRACTICAL ARTS IN SPECIAL EDUCATION AS PROVIDING THE RETARDED WITH THE UNDERSTANDINGS, VALUES, ATTITUDES, SKILLS, AND EXPERIENCES LEADING TO SOCIAL AND VOCATIONAL COMPETENCE IN THE AFTER-SCHOOL YEARS. THE PRACTICAL IDEAS AND CURRICULAR SUGGESTIONS ARE GROUPED--(1) HOME ARTS ACTIVITIES INCLUDING THE SKILLS OF HOMEMAKING, HOUSEHOLD MECHANICS, CHILD CARE, AND SEWING, (2) GOOD PHYSICAL AND MENTAL HEALTH SKILLS SUCH AS GOOD GROOMING, DENTAL CARE, AND PARTICIPATION IN CLUBS, RECREATION, GAMES, RHYTHMS AND SONGS, AND (3) MISCELLANEOUS SUGGESTIONS DESIGNED TO DEVELOP MOTORIC AND MANIPULATIVE SKILLS. (CG)

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BULLETIN NO. 15

A Potpourri of Ideas for Teachers of the Mentally Retarded

Vol. II – The Practical Arts

Compiled from Ideas Submitted to the Bureau for Handicapped Children

Under the direction of

KENNETH R. BLESSING, Coordinator
Services for Mentally Retarded

MADISON, WISCONSIN

1962

ANGUS B. ROTHWELL
State Superintendent
Department of Public Instruction

JOHN W. MELCHER
Assistant State Superintendent
Director, Bureau for Handicapped Children

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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FOREWORD

This second volume of the series called "A Potpourri of Ideas for Teachers of the Mentally Retarded" concerns itself with the Practical Arts. Every retarded child will some day grow to be a retarded adult. Retarded adults can live full, useful lives only if they have the social competence to carry on everyday activities. This new bulletin has many practical ideas and curricular suggestions that can be used to develop social, physical and pre-vocational skills of retarded children and youth. Many Wisconsin teachers have contributed to this Potpourri and their ideas have been collated into this publication by Mr. Blessing. Wisconsin special education teachers and our supervisory staff are to be congratulated on this worthwhile publication.

John W. Melcher
Assistant State Superintendent
Director, Bureau for Handicapped Children

PREFACE

This bulletin is one of a series of suggestive resource guides being developed for the use of teachers of mentally retarded children in Wisconsin's special classes. It is an outgrowth of a series of communications and conferences with special teachers throughout the state and represents the mutually cooperative efforts of the Department of Public Instruction, teachers of special classes, cooperating teachers in demonstration classes and students in four year training and summer workshop sessions. Supervisors, directors of special education, superintendents and others in a related central office capacity have supported these curricular efforts.

In considering ways and means of assisting teachers of mentally retarded children in their classroom curricular approaches, a plan was devised to request the voluntary participation of these teachers in the development of descriptive center-of-interest units or of more formalized units of experience. Accordingly, in 1956 the following communication was addressed to all Wisconsin teachers of the retarded.

> For some time now, we have been convinced that the State of Wisconsin should publicize the creative efforts and activities of its resourceful special class teachers. Bureau consultants have time and time again viewed outstanding projects, techniques and unique curricular approaches and have expressed their desire to share these activities with the teachers of classes for mentally retarded children.
>
> When consultants meet with area groups, a frequent need is expressed for assistance in developing "center of interest" activities, particularly in the areas of social studies and the integrated approach for teaching. If we are to develop curriculum resource bulletins designed for various levels of competency, it will be necessary for teachers to organize into state-wide curriculum groups and cooperatively assist one another. State-wide committees meet obstacles in terms of travel time, expense accounts, and in an effort to overcome these hurdles we are suggesting the following plan of action.
>
> Using Bulletin #3, *Suggested Centers of Interest for Mentally Retarded Children in Wisconsin,* as a basis for development of a series of resource units, we are approaching your community and teachers for assistance in this state-wide effort. The Bureau consultants would urge your participation in this worthwhile endeavor.
>
> Included with this letter is a copy of Bulletin #3 which, you will note, has had indicated on it, the problems which teachers in selected areas have chosen for descriptions of or for resource unit development. We are acting as a central agency to prevent duplication of efforts and to coordinate later editing details.
>
> Will you join us (contact your teachers and ask each teacher to) and select one of these curricular units of work, or one of your own choice and development, and submit it to the Bureau. We would wish that these descriptions of units would be actual outgrowths of classroom activities and practices rather than hypothetical projects.
>
> We have determined to approach this description of units in as flexible a manner as is possible. Two approaches are recommended for your guidance. Those of you who feel restrained in the more formal and pedantic resource unit style, are asked to merely describe one of these activities with which you feel your group experienced considerable success and growth. You are referred to the California State Department of Education bulletin, *Suggested Activities for Mentally Retarded Children,* Vol. XXI, No. 2; January 1952 (Sacramento) or the Wisconsin State-Wide Social Studies Bulletin No. 3, Curriculum Bulletin No. 14, *I Did It This Way,* for examples of description. This style merely describes a project, unit, or activity, which developed from some concrete participating experience of the group and is home, school or community centered. Sample copies of these descriptions are enclosed for your assistance.

For those who feel more secure in the resource unit approach the following outline is suggested:

I. INTRODUCTION, including the central theme or problem.

II. OBJECTIVES (Main ideas)

III. INITIAL PLANNING, INTRODUCTION, MOTIVATION

IV. PROBLEMS FOR DISCUSSION, including lists of possible developmental activities.

V. ACTIVITIES IN RELATED AREAS

  A. Language Arts

  B. Reading

  C. Arithmetic

  D. Arts and Crafts

  E. Etc.

VI. SOURCE MATERIALS USED – REFERENCES

VII. CULMINATING ACTIVITIES AND APPRAISAL OF GROWTH. A sample copy of a resource unit is enclosed for your reference.

Will you give consideration to the suggested titles, select the experience you wish to develop in detail and notify the Bureau as soon as possible? In this manner other pilot areas may be selected and duplication prevented. Photographs of the activity in progress might be included with the final description for possible use in the bulletins.

Our purpose in asking for descriptive units of this nature is to assist all teachers, experienced and inexperienced, in developing out of actual experiences, the ability to "localize" suggested approaches in terms of the needs of the group, the particular community involved, and the functional ability of the teacher.

Initial responses to this request were very gratifying in that one-third of the then existing 269 educable class teachers contacted expressed their willingness to participate in the project. Further contacts with summer workshoppers and with trainable class teachers brought total participation up to roughly fifty per cent of the total teacher group. In fact, the wealth of material submitted required the elimination of a goodly amount of usable descriptive ideas at this time. A list of the contributors to this bulletin is indicated on a following page.

We wish to take this opportunity of expressing our sincere appreciation to all of those individuals who responded to our request in this and future publications. Their participation encouraged and stimulated the production of this bulletin and will continue to do so in further editing efforts. Special acknowledgment is due Mrs. Ruth Johnson, Secretary in the Bureau, for her patient assistance in the development and editing of this bulletin.

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The editor has attempted to acknowledge all contributors to this curriculum resource guide. Any omissions are sincerely regretted and are based on lack of information regarding participants.

PRACTICAL ARTS IN SPECIAL EDUCATION

OVERVIEW

Research studies and teaching experience have indicated that among the most successful activities carried on in special classrooms for the mentally retarded are those learnings encompassed by the broad term, "Practical Arts." Teachers of classes for the mentally retarded have long recognized that manipulative learning experiences in Practical Arts are quite frequently those activities which provide the deepest source of satisfaction for their students. These learning experiences can be particularly significant and meaningful to retarded children, can sustain their interest, promote self-confidence through achievement in manual activities, and satisfy basic urges for self-expression and creativity. Practical Arts' experiences are quite often those activities in which retarded children encounter their first feelings of success and joy in personal accomplishment. Thus Practical Arts have an important role to play in providing group and individual learning experience within the total instructional program of the special education curriculum.

In the sections to follow, special teachers will find a wealth of practical and timely suggestions in Practical Arts contributed by their fellow workers in special education. The contents of this rich resource guide can be roughly divided into the following subdivisions: (1) home arts activities including the skills of homemaking, household mechanics, child care, and sewing; (2) good physical and mental health skills such as good grooming, dental care, and participation in clubs, recreation, games, rhythms and songs; and (3) a miscellaneous potpourri of suggestions designed to develop motoric and manipulative skills. As new ideas are submitted to the Bureau these suggestions will be reproduced for distribution and incorporation into this volume.

These Practical Arts are in no way considered to be all inclusive or encompassing the full scope of possible individual or group projects. Special class teachers may use this resource guide for broadening the scope and content of their instructional program recognizing that the abundance of suggestions included herein may be of inestimable value in acquainting retarded pupils with their functions and responsibilities as members of a home and family unit in our democratic culture. Hopefully, many of these activities will suggest profitable leisure time pursuits, hobbies and recreational avenues open to the retarded pupils. The intent of participation in Practical Arts is to provide the retarded with the understandings, values, attitudes, skills and experiences leading to social and vocational competency in the after-school years. By correlating and integrating the Practical Arts with the skill subjects and with social studies, science, health and safety, special educators will be emphasizing such factors as meaningfulness, relevance and application to the persisting life problems encountered by the retarded. In essence this is the goal of special education and the desirable outcome of the special educators' instructional efforts.

CROSS REFERENCE GUIDE TO THE PERSISTING LIFE SITUATIONS CURRICULUM GUIDE

For Vol. I – Arts and Crafts and Vol. II – The Practical Arts of the Series No. 15.

A Potpourri of Ideas for Teachers of the Mentally Retarded

The following cross reference of teaching units or subtopics included within the two resource guides concerned with the fine and practical arts is presented for teacher use in implementing the broader aims and objectives of the proposed state educable retarded curriculum guide currently under development. This curriculum guide is utilizing the "persisting life functions" curriculum design.

***Persisting Life Functions** Key: X major emphasis	**Vol. I Arts and Crafts** x minor or overlapping emphasis	**Vol. II The Practical Arts**
1. Learning to Keep Healthy		X pp 25-26; 47-58; 59-62
2. Learning to Live Safely		X pp 15-26; 31-40; 67-68
3. Learning to Understand One's Self and to Get Along with Others		X pp 57-58
4. Learning to Communicate Ideas		x pp 31-40
5. Learning Wise Use of Leisure Time	x pp 11-72	x pp 41-45; 59-62; 63-66
6. Learning to Travel and Move About		x p 79
7. Learning to Earn a Living	x pp 11-72	x pp 31-40; 79-80
8. Learning Homemaking	x pp 11-15; 50-66	X pp 5-14; 15-26; 31-40; 41-45
9. Learning to Appreciate, Create, and Enjoy Beauty	X pp 1-72	X pp 41-45; 63-74
10. Learning to Handle & Adjust to One's Social, Technological & Physical Environment		X pp 5-14; 15-26; 41-45; 75-86
11. Learning to Manage One's Money		x pp 27-30
12. Learning to be a Responsible Citizen		x pp 79-80

*Courtesy Cincinnati Public Schools

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HOMEMAKING AND HOME MAINTENANCE

BRIGHT AS A DOLLAR – HOUSEHOLD HINTS

Button, Button! Who Has the Button?

Darn That Hole in Your Sock

Hook That Eye

Doing the Dishes

Don't Forget the Sink

Crumbs in the Bread-Box

Defrosting the Refrigerator

A Clean Stove

Does Your Furniture Need Polish?

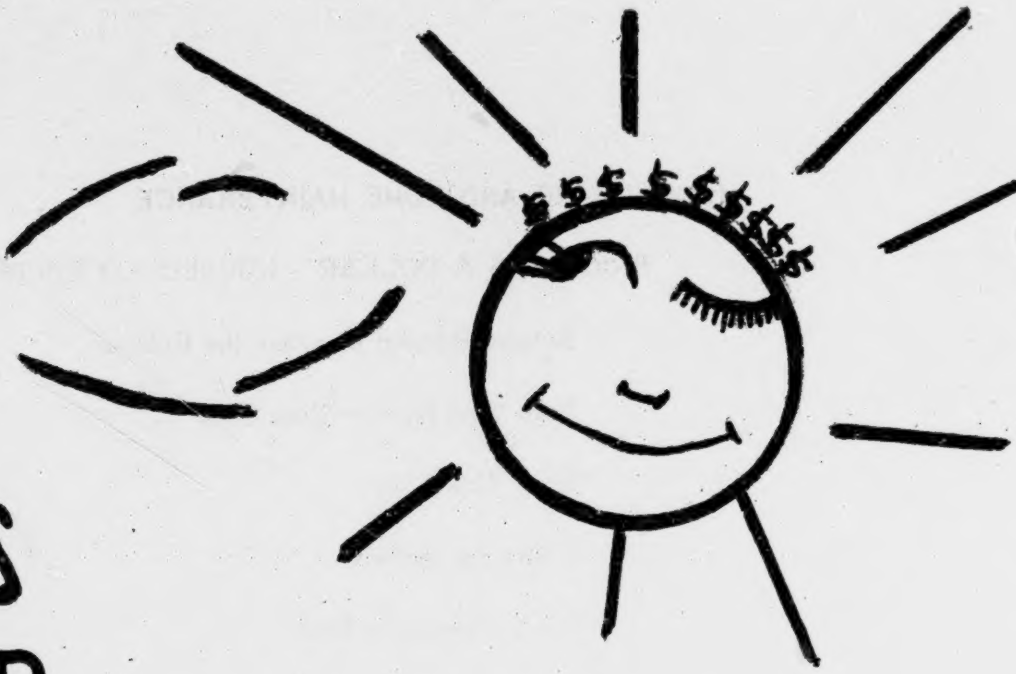
Get a Shine on the Floor

Shoe Repair

"Shine"

Shoe-Shine Kit

Be As Bright As A Dollar



Household Hints

BRIGHT AS A DOLLAR – HOUSEHOLD HINTS

The following unit was one of a series prepared for use by Junior High School retarded girls and is applicable for the age range 13 to 18.

BUTTON, BUTTON! WHO HAS THE BUTTON?

Buttons are the sewing duty that a girl most often forgets. Girls often pin their blouses, skirts, dresses, and other articles of clothing, and a tear in the material results. The girl looks unkempt, untidy, and poorly groomed. Her clothes are ruined by the use of pins, and she will never look neat.

MATERIALS AND EQUIPMENT:

cloth
buttons
needle
thread

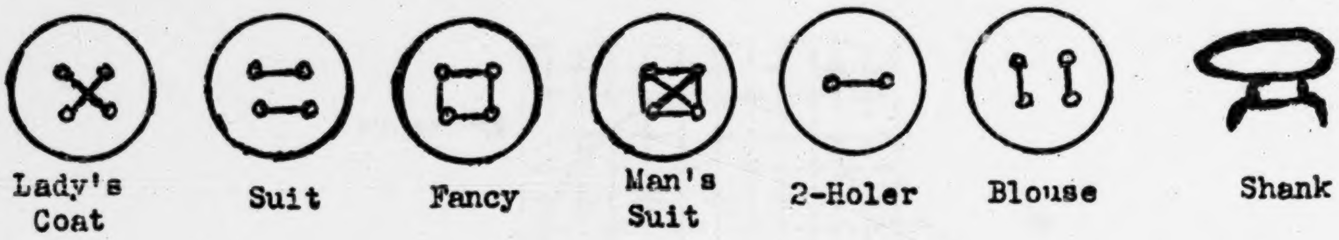
thimble
scissors
pins

PROCEDURE:

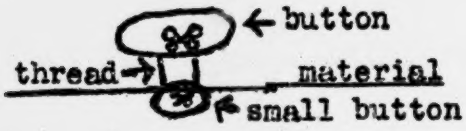
1. Make sure that the material is free of threads.
2. If the material is torn, mend the tear before sewing on the button.
3. If the button is an old one, make sure that it is free of threads.
4. Use thread to match the color of the material.
5. The thread should be double.
6. The thread should be long enough to sew on the button and be easy to handle.

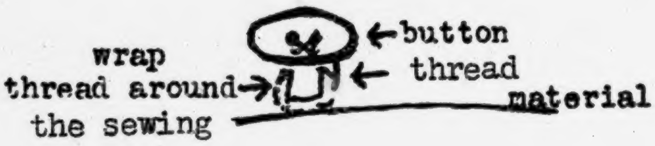
7. Use a medium size needle.
8. Knot the end of the thread.
9. Start on the wrong side of the material and push up through the material and the hole in the button.
10. Next push the needle through the opposite hole and through the material.
11. Then continue to do the last two steps until you have done it 4 times through each hole.
12. Finish on the wrong side, knot and cut the thread.

Here are several ways you can sew on a button:


Lady's Coat
Suit
Fancy
Man's Suit
2-Holer
Blouse
Shank

Two ways to sew on a button on materials that pull through:


button
thread
material
small button


button
wrap thread around the sewing
thread
material

DARN THAT HOLE IN YOUR SOCK

Darning is a duty that most girls neglect. A hole in a sock will make a girl look just as unkempt, untidy, and poorly groomed as a hole in her blouse. With a little time and a little darning cotton, the girl can save herself the money she would have to spend for a new pair of socks.

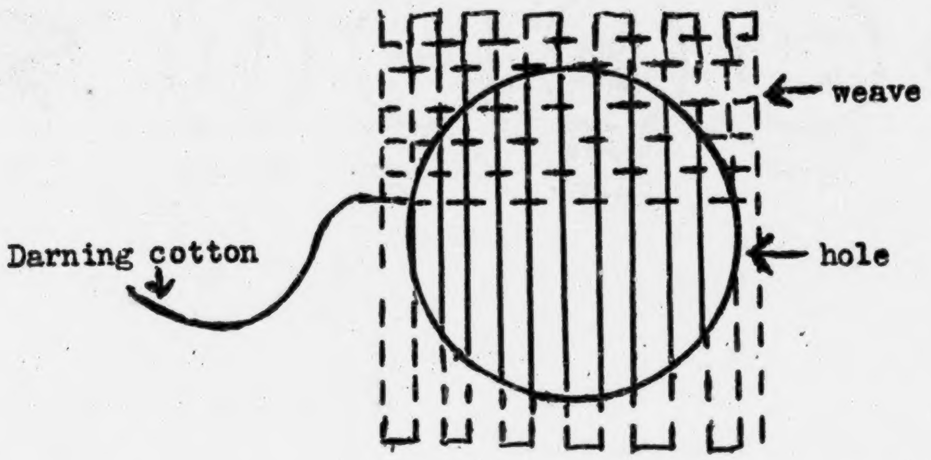
MATERIALS AND EQUIPMENT:

sock
needle
thimble
hoop or egg
darning cotton
scissors

PROCEDURE:

1. Use darning cotton to match the color of the sock.
2. Split the 6 ply darning cotton in 2 parts.
3. The cotton, 3 strands, should be long enough to darn the hole and be easily handled.
4. Use a darning needle.
5. Do not knot the darning cotton.
6. Start on the wrong side of the sock and push the needle up next to the hole.

7. Then cross the hole to the opposite side and push the needle down through the material.
8. Then push the needle up 1/8" away on the same side.
9. Continue doing the last two steps until the hole has been covered.
10. Start to weave by passing the cotton under and over the strands you did before.
11. Cross the hole to the opposite side and push the needle down through the material.
12. Then push the needle up 1/8" away on the same side.
13. Continue doing the last two steps until the hole has been covered.
14. Each succeeding row should be the opposite of the one above it.
15. Finish on the wrong side and cut the thread. Do not knot it.



HOOK THAT EYE

Hooks and eyes serve the same purpose as buttons. They are most often found on skirt bands to hold the skirt shut. A girl can sew on a hook and eye without it being seen on the right side of the material, and she does not have to make a button hole in the garment.

MATERIALS AND EQUIPMENT:

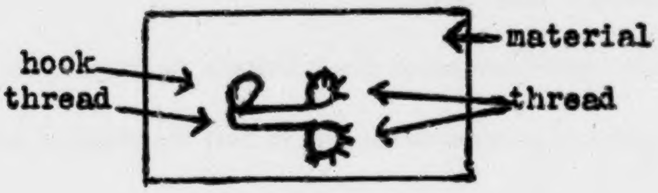
cloth
hook and eye
needle
thread

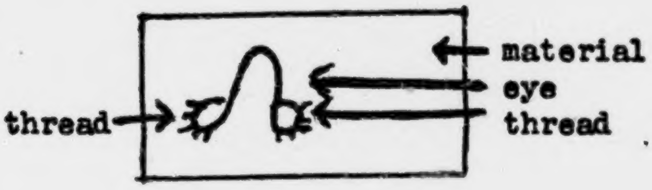
thimble
scissors
pins

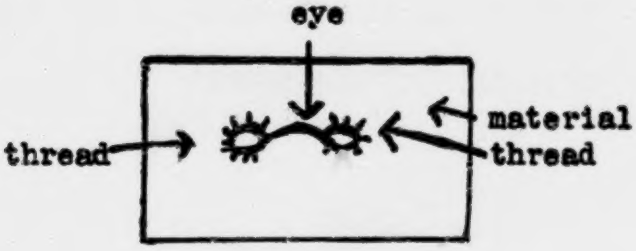
PROCEDURE:

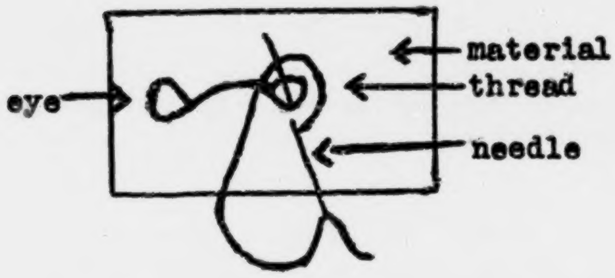
1. Make sure that the material is free of threads.
2. If the hook and eye are old make sure that they are free of threads.
3. Take a stick pin and mark the place where the hook and eye are to be sewed on.
4. Use thread to match the color of the material.
5. The thread should be double.
6. The thread should be long enough to sew on the hook or eye and be easily handled.
7. Use a medium size needle.
8. Knot the end of the thread.
9. Start on the wrong side of the material and push up through the material next to the hook or eye.
10. Then take a stitch in the material with the point of the needle coming up in center of the hole.

11. Circle the thread under the needle and pull the needle.
12. Continue to do the last 3 steps, known as the button hole stitch, until you have done it 5 times in each hole.
13. Finish on wrong side, knot the thread, and cut the thread.









DOING THE DISHES

Dishwashing is probably the most frequent household chore which has to be carried out, and it is one that is often done in a hurry and very carelessly. Poorly washed dishes and poorly dried dishes are unattractive as well as unsanitary. People will judge you by the type of a housekeeper you are.

MATERIALS AND EQUIPMENT:

mild soap or soap powder	pans for washing
quantities of hot water	wire rack for draining
scouring powder	dish cloth or dish-mop
steel wool	dish scrapper

PROCEDURE:

1. Scrape all the food ~~from the~~ dishes. Wipe off greasy or sticky dishes and silver with soft paper.
2. Stack the dishes according to the type. The dishes should be arranged in the following order: glasses, silver, small pieces of china, large pieces of china, cooking utensils.
3. Partly fill the sink or dish-pan with hot water. Add a mild soap.
4. Wash the dishes with a cloth in the order that you put them in.
5. The dish water should be changed several times while you are washing the dishes.

6. Place the dishes in a rack or a pan for rinsing as soon as they have been washed.
7. Rinse them with hot water.
8. Clean and dry the pan used for washing or rinsing and the rack before putting them away.
9. Clean the sink with a mild abrasive.

DON'T FORGET THE SINK!

A sink that is not cleaned properly is not only unsanitary but it can become a source of great expense if the drain should become clogged. When this happens it is often necessary to call the plumber, and his services are expensive. Trouble is not often found in the sink that is cleaned each time that it is used.

MATERIALS AND EQUIPMENT:

- cloth
- soap
- scouring powder

PROCEDURE:

1. Empty the sink strainer into the garbage can.
2. If the sink has any food particles in it, remove them and put them in the garbage can.
3. If the sink is very greasy, wipe it out with soft paper.
4. Clean the sink with scouring powder.
5. Wash the faucets with soap and water.

CRUMBS IN THE BREAD-BOX

Bread-boxes are the most neglected of food containers. Crumbs and small bits of stale bread often give the bread-box an offensive odor. The bread-box is a place where we store food and it should be given as much cleaning as any other food storage place to keep it sanitary. A bread-box should be cleaned at least once a week.

MATERIALS AND EQUIPMENT:

- dish-pan
- dish-cloth
- dish-towel
- mild soap
- soda
- hot water

PROCEDURE:

1. Remove the bread from the box.
2. Wash the box inside and out with hot soapy water, or with hot soda solution.
3. Rinse the box inside and out with hot clear water.
4. Dry very well, because most of the bread-boxes are made of metal and they might rust if they are not dried carefully.
5. Place in the sun to air.
6. After the box has been in the sun for some time, put the bread back into the bread-box.

DEFROSTING THE REFRIGERATOR

The manufacturers of refrigerators say that food will keep longer in a refrigerator because it is drier than an ice box. The low temperature that can be kept steadily in the refrigerator is also an aid to keeping the food. This mechanical machine must be kept clean because food has to be kept in a sanitary place.

MATERIALS AND EQUIPMENT:

cloths
pan
paper
soda
warm water

PROCEDURE:

1. Pull the plug out of the wall socket or turn the defrosting switch to defrost position.
2. Remove the ice cube trays.
3. Remove the food from the top shelf and spread paper over the shelf. This will keep ice or water from dripping into the rest of the refrigerator.
4. Allow the ice to melt off the coils.
5. Remove the tray from below the coils and empty it.
6. Take a clean cloth and wipe the coils until they are dry.
7. Replace the ice cube trays after they have been washed, scalded, wiped dry, and refilled.
8. The rest of the refrigerator is cleaned the same way that the ice section was cleaned; one shelf at a time.
9. Clean the rest of the refrigerator while you are waiting for the ice to melt on the coils. This way the box will not be heated up at two different times.
10. Put the plug back into the socket and turn the motor on.

Some of the newer refrigerators are self-defrosting and housewives do not have to defrost them by hand. They still must be careful to keep the refrigerator clean.

A CLEAN STOVE

There are many different types of stoves, but this way of cleaning a stove can be used on all of them. Every new stove has some book which tells you just how to take care of the stove. Be sure to read the instructions and to follow them. One thing that you should remember is, a stove should be cleaned each time that it is used.

MATERIALS AND EQUIPMENT:

soft cloths
brush
pan
soda
soap
water
oil

PROCEDURE:

1. Allow the stove to dry.
2. Brush or wipe off the food particles. Start with the top of the stove.
3. Wash the enamel with a soft cloth and warm soapy water.
4. If there are any stains on the enamel, use some baking soda to get them off.
5. Remove the enamel tray underneath the burners and wash it.
6. If the oven is made of enamel it can be cleaned in the same way that the rest of the stove is cleaned. If it is cast iron, a little machine oil on a soft cloth is used. Rub the machine oil over the inside of the oven.
7. Clean the burners by lifting them out of the stove and boiling them in a solution of baking soda. This should be done once a month.

DOES YOUR FURNITURE NEED POLISH?

Often the furniture does not look bright and nice after you dust it. Then it is time that you apply some polish to it and give it some of the shine that the furniture had when it was new. The polish will also protect the furniture and keep it looking new longer.

MATERIALS AND EQUIPMENT:

polish
cloths
pan
water
soap

PROCEDURE:

1. Remove all the dust and the dirt from the furniture before you start to polish it.
2. Wash the furniture with some mild soap and water. Do NOT make the furniture too wet, but wring out the cloth before you begin to wash it.
3. Put on the polish with a damp cloth, rubbing the polish in the wood.
4. Polish the furniture with a dry cloth. Some polishes will tell you to wait until the polish is dry and others will tell you to polish right away.
5. Buff the furniture with another dry cloth until it shines.

GET A SHINE ON THE FLOOR!

A floor can be made to look like new with a little wax. There are two kinds of wax; the kind that you must polish after it is dry, and the kind that dries to a shiny finish. Wax protects and it beautifies the floors.

MATERIALS AND EQUIPMENT:

wax
soft cloth or applicator
buffer

PROCEDURE:

1. Scrub the floor that is to be waxed.
2. Be sure that any old wax, oil, or dirt is taken off the floor.

3. Let the floor dry until you are sure that it is no longer damp.
4. Apply a thin coat of wax with a soft cloth or an applicator.
5. Let the wax dry for 15 or 20 minutes.
6. To get a high shine, polish the floor with a buffer or an electric floor polisher.
7. A second coat may be applied if you want a higher shine. Be sure that you put on only a thin coat of wax.
8. To keep your floors clean and bright, dust them often with a dust mop.

SHOE REPAIR

There are many ways to save money today. One way is by doing some of our shoe repairing by ourselves. You can buy some repair materials in the stores for a small amount of money. Most of the things that you should do to keep yourself looking neat, tidy, and well groomed cost little money. A torn shoe lace is like a pin in the front of a blouse or a hand with dirty finger nails. How neat can you look?

MATERIALS AND EQUIPMENT:

shoes
hammer
nails
glue
scissors
knife
soles, heels, and innersoles
shoe laces
newspaper

PROCEDURE:

1. Remove the shoe laces.
2. Look at the shoes inside and out, and find the parts that should be repaired or replaced.
3. Take the correct size of your shoes to the store when you are buying the repair materials. The materials come in different sizes just like your shoes so that they will fit when you are repairing your shoes.
4. Buy new shoe laces to match the color of your shoes.
5. Put newspaper on the table before you start to work.
6. Look at and read the directions on the repair materials and follow them.

"SHINE"

A few minutes of time and a little shoe polish can make the difference between a girl that is neatly dressed and one who is poorly groomed. There is a saying "put your best foot forward," or in other words, always be the best person that you can be. The important thing to remember is, make sure that your best foot is wearing a well shined shoe.

MATERIALS AND EQUIPMENT:

shoes
shoe polish
cloth
shoe buffer
sole dressing
apron
newspaper

PROCEDURE:

1. Take a cloth and wipe off your shoes to make sure that they are free from dust. If there is mud on them, take a wet cloth and wipe it off; allow the shoe to dry.
2. Remove the shoe laces.
3. Wash the shoe laces. Hang them some place to dry.
4. Apply polish to match the color of the shoes to the entire shoe.
5. Allow the polish to dry before buffing the shoes.
6. Buff the shoe to a shine with a shoe buffer. If you do not have a shoe buffer a piece of flannel cloth can be used.
7. After the shoes are shined, apply sole dressing to match the color of your shoes.
8. Allow the sole dressing to dry.
9. Put in the clean laces.

SHOE-SHINE KIT

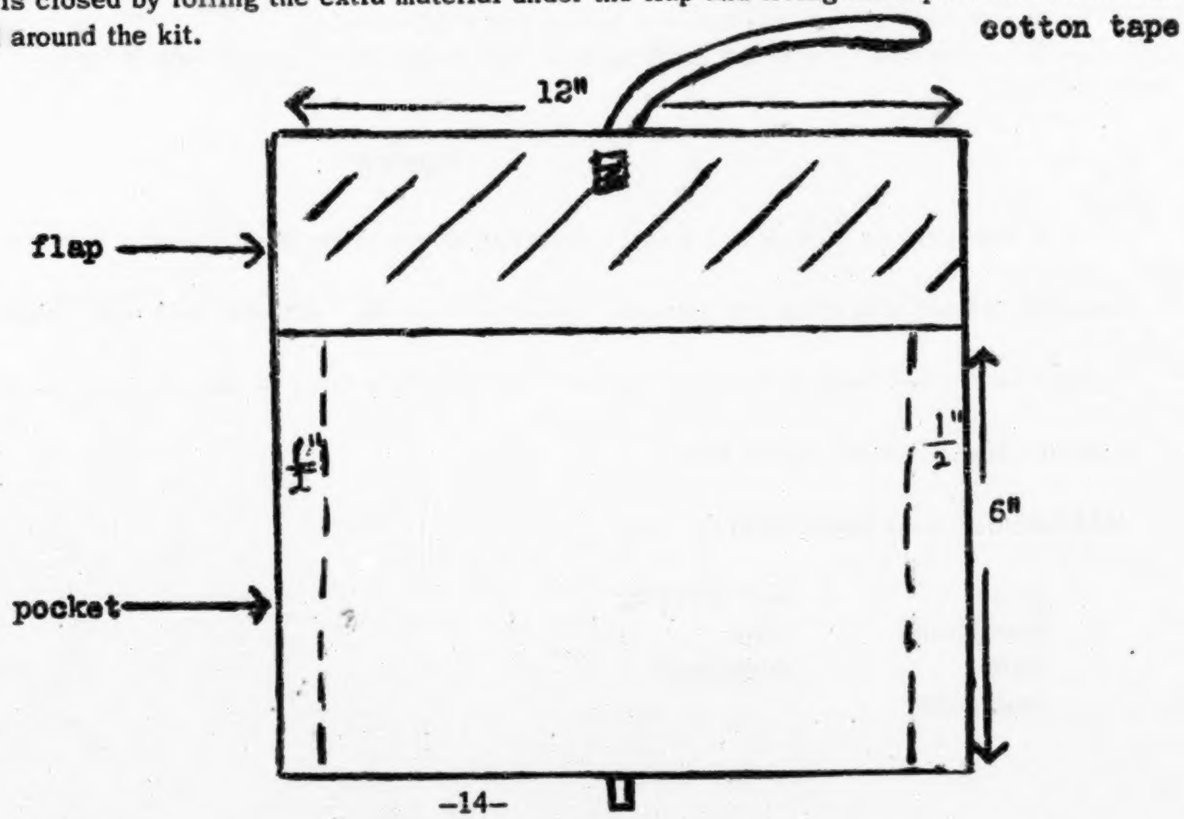
A small bag of denim is one way to keep all of your shoe polish, cloths, and buffer together. This bag can be washed when it gets dirty. The materials that are needed to make the shoe-shine kit cost very little.

MATERIALS AND EQUIPMENT:

8 ounce denim	pinking shears
cotton tape	scissors
thread	

PROCEDURE:

1. Pink the sides of the denim 12 by 14 inches.
2. Fold over the 14 inch side 6 inches to form a pocket.
3. Sew up the folded over piece 1/2 inch from the edge, on the right side.
4. Take a piece of cotton tape 18 inches long and sew it on the flap at the middle. The tape should be sewed on so the 9 inches extend as ties.
5. The kit is closed by rolling the extra material under the flap and tieing the tape after it has been wrapped around the kit.



HOME MECHANICS

Painting and Finishing of Wood

Knives: Their Care and Handling

Care and Cleaning of Paint Brushes

Repair of Electrical Cords

Repair of a Socket

Electrical Trouble

What Do You Know? (Evaluation)

Paying Your Gas Bill

Your Iron

What Do You Know? (Evaluation)

Home Sanitation

Home Lighting

Home Mechanics

HOME MECHANICS

(This material has been developed with retarded reading levels in mind. Special teachers could reproduce this material for classroom use.)

PAINTING AND FINISHING OF WOOD

WE WANT TO KNOW:

1. About paints and plastic wood.
2. How to get new wood ready to paint.
3. How to use sand paper.

DISCUSSION:

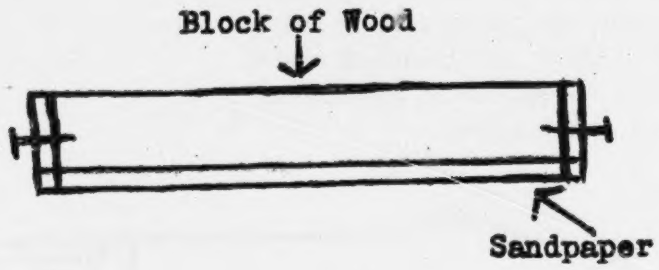
Many of you have painted things. How many of you have painted new wood?
Do you know how to get the new wood ready for the paint?

The new wood must be sanded smooth.
There are two kinds of sandpaper, rough and smooth.
First use the rough sandpaper.
Then use the smooth sandpaper.

Fill the holes and scratches with plastic wood.
Let the plastic wood dry. When it is dry and crumbling, sand over it until it is smooth like the rest of the wood.

Now we are ready to paint.
Is your paint too thick? Will it spread easily on the wood?
Add turpentine to make the paint thin.
Paint the wood, painting one way only.
Brush one long stroke at a time.
Let the paint dry well. When the paint is sticky it is not dry.
Wax makes the paint shine. Use the kind of wax that you do not have to polish.

A SANDING BLOCK



1. Use a block of wood.
2. Tack your sandpaper around it.
3. Use the sanding block before painting.

KNIVES: CARE AND HANDLING

Some things around the house you can fix yourself. Sometimes things can be fixed by some one at home. If you know how to fix it, you will not have to call a man (tradesman) to fix it.

WE WANT TO KNOW:

How to handle knives.
How to sharpen a knife.
How to take care of a sharp knife.

DISCUSSION:

A knife is a very important tool in the kitchen. When you have a job to do, you want your tool to be in good shape. If a knife is dull it will not do the job.

There are many kinds of Knives:

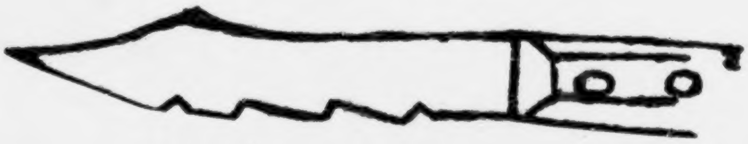
Kinds of knives	Jobs knives do
Butcher knife	Cuts meat and vegetables
Paring knife	Peels, cuts light vegetables
Silver knife	Used at the table
Jack knife	Cuts wood, small jobs around the house
Cake knife	Cuts cake and baked goods
Bread knife	Cuts bread and rolls
Grape fruit knife	Cuts grapefruit away from the rind
Potato peeler	Peels potatoes and small vegetables
Steak knife	Cuts steak and heavy meats

Use the right knife for the right job.
Put the knives in a knife rack.
When children are in the home put knives in a safe place.

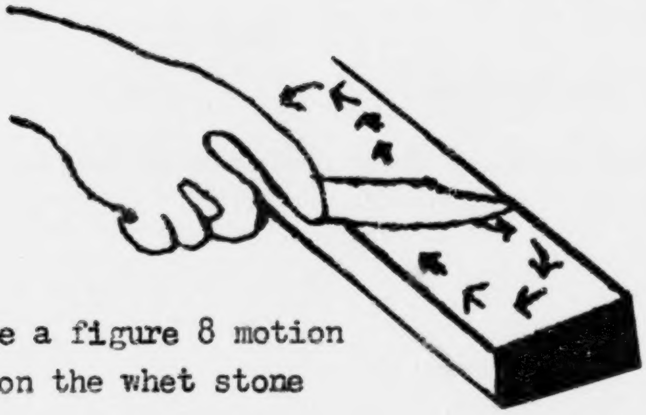
How to sharpen a knife:

SAFETY
Test the blade of the knife with your thumb. Be careful not to cut yourself.

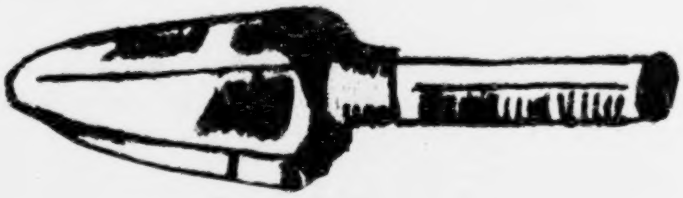
Use a whet stone to sharpen the blades of knives.
If the knife is very dull, use the rough side first.
When the knife gets sharper, use the smooth side.
Rub the knife in a figure eight on the whet stone.
Clean the whet stone with kerosene.



A very dull knife



Use a figure 8 motion on the whet stone



A kitchen sharpener

CARE AND CLEANING OF PAINT BRUSHES

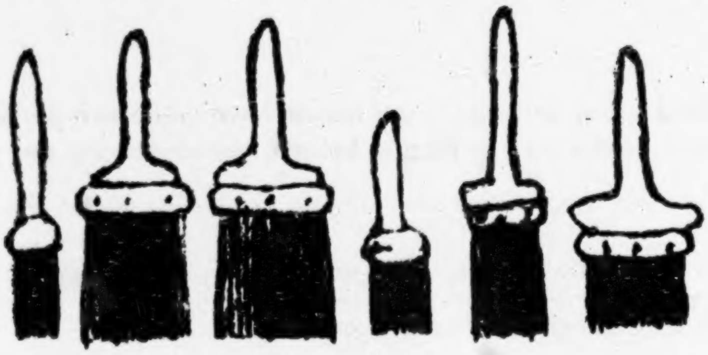
WE WANT TO KNOW:

1. How to care for brushes while using them.
2. How to clean paint or varnish from brushes.
3. How to store the brush after using it.

DISCUSSION:

Have you ever painted anything? We all have painted something at one time or the other. We want to paint something. We look around the home for the paint brushes. We find the brush, but it is hard and full of paint from the last person that used it. The brush is no longer good. The job can not be done.

There are different kinds of brushes:



Brushes are made of different kinds of things like horsehair or nylon.
It is hard to do a good job with a cheap brush.

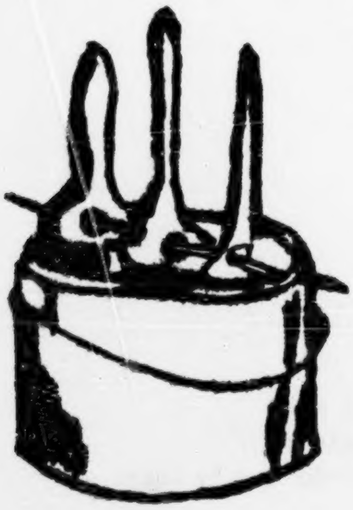
Cleaning the brush:

1. Get a clean can.
2. Fill the can almost full of cleaning fluid (turpentine).
3. Let the brush soak till it gets soft and limber.
4. Take old newspaper and paint on it till all the old paint is gone.
5. Save the cleaning fluid. You can use this again.

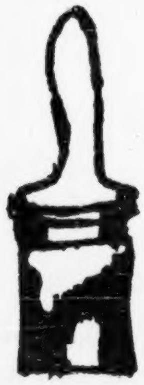
After you have cleaned the brushes in a cleaning fluid, you should wash them in soap and in water before you put them away.

1. Use a can with very hot water in it.
2. Use good laundry soap.
3. Wash the bristles in hot soap and water.
4. Paint an old newspaper, back and forth until all the old cleaning fluid and paint are gone out of the brush.
5. Rinse the brush many times with clean water.
6. Dry the brush by painting back and forth on an old newspaper.
7. Wrap the brush in wax paper.
8. Store it in a safe place. (Oily things burn very fast.)

When using, hang brushes in liquid.



Hang clean dry brush on wall.



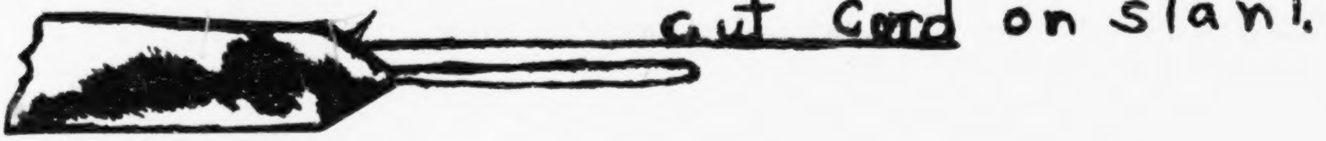
REPAIR OF ELECTRICAL CORDS

DISCUSSION:

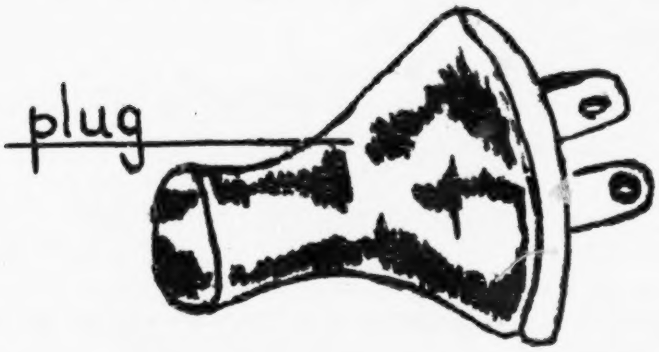
All of the electrical things that we have in our homes have cords and plugs on them. Many times the plugs and the cords are broken. If the cord or plug is broken, the electricity can not get to the iron or toaster. A cord or plug can be fixed.

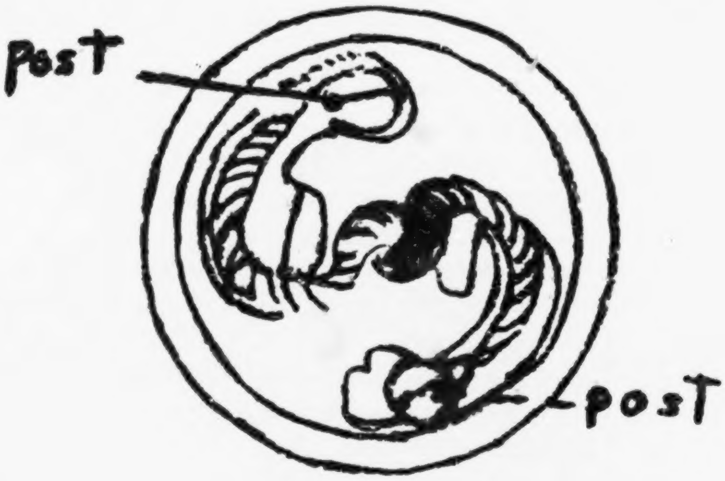
How to put on a new plug:

1. Cut the wire about two inches from the broken plug.
2. Cut the cord back about an inch from the wire.

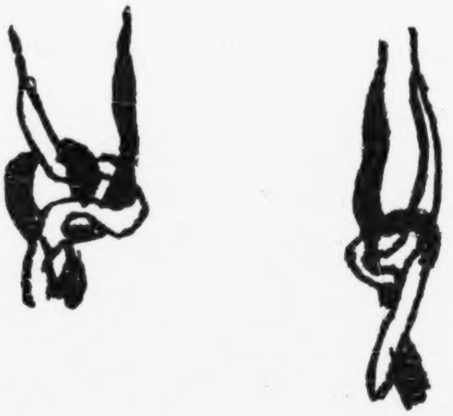


3. Always cut the cord on a slant. If you cut the cords straight, you will cut into the wire. Do not cut the wire.
4. Inside of the plug you will find two small screws. They are called the posts.





5. Knot the two pieces of wire together like this:



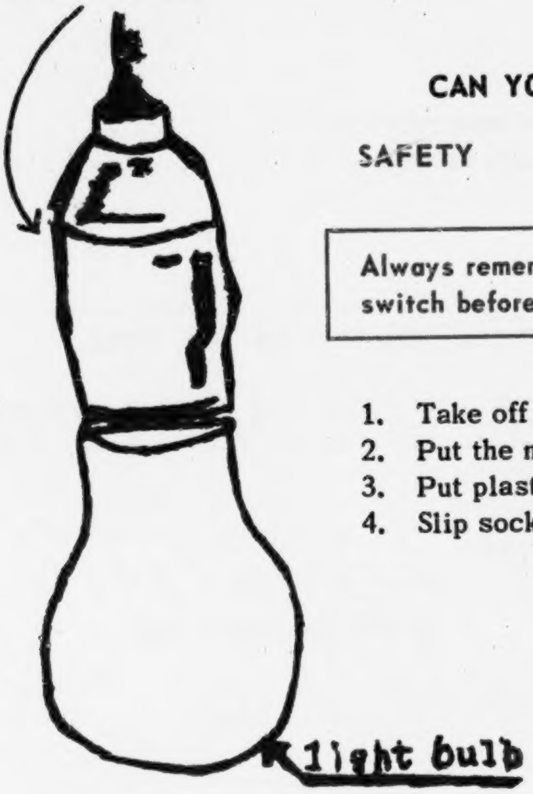
6. Slip the wire through the top of the plug.
7. Wrap each one of the wires around the posts inside the plug.
8. With a screw driver, tighten the screws firmly on the wires.
9. Now the cord should be able to carry the electricity to the iron or lamp.

REPAIR OF A SOCKET

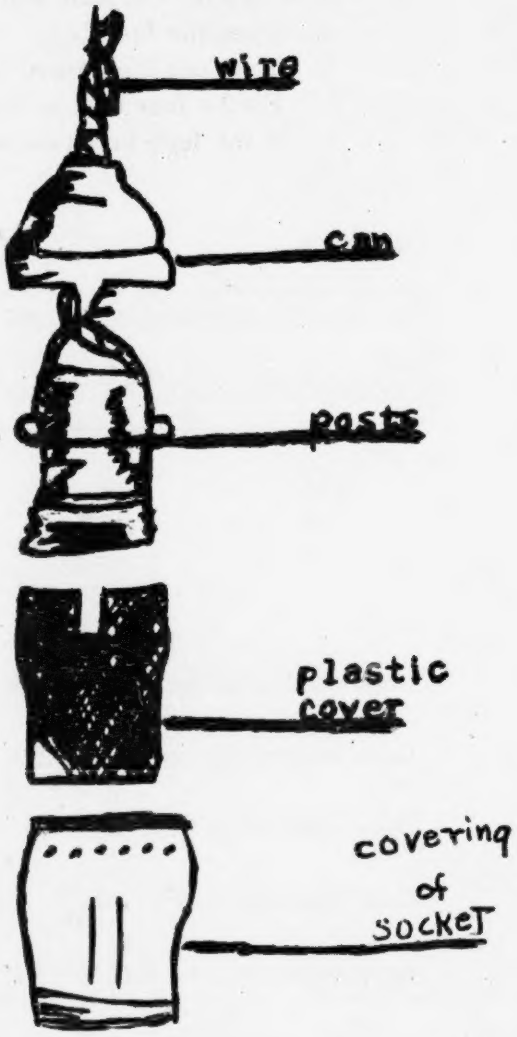
DISCUSSION:

There are many kinds of plugs and cords. Yesterday we found out how to repair a plug. That was the kind that you plug in the wall. How about the kind that you screw the light bulb into?

This is a socket:



Let us take it apart:



CAN YOU FIX A SOCKET?

SAFETY

> **Always remember to turn off the main switch before making repairs.**

1. Take off the cap.
2. Put the new wire on the posts (screws).
3. Put plastic around posts.
4. Slip socket back together again.

SAFETY

> **REMEMBER:** A bad cord in your home can start a fire. Look over all the cords in your home. Are they in good shape?

ELECTRICAL TROUBLE

DISCUSSION:

Every home has had this happen. The lights go out when they are needed. Many times when a party is on and many of the electrical things are working, all the lights will go out. Many times the housewife is in trouble. She is washing and has the electric roaster going because she is getting dinner ready. Everything stops. All the lights are out.

The thing to do when the current fails is to find the cause and fix it. Try the lights in other parts of the house. Some lights work and some of the lights do not work.

You may have blown a fuse. How did this happen? In every home there is a small box in the basement. This is the fuse box. Many times when too many electrical things are being used at the same time, we blow a fuse. This is called "overloading" the electricity.

How to replace a fuse:

1. Try to find the cause of the trouble by turning on different lights.
2. Turn off some of the electrical things that you are using.
3. Turn off the main switch.
4. Open the fuse box.
5. Take out the burned out fuse by unscrewing it.
6. Find a fuse that is the same size as the one that you have taken out.
7. If the fuse burns out again, you have not found the main trouble.

SAFETY

ALWAYS REMEMBER: TURN OFF THE MAIN SWITCH BEFORE YOU PUT IN THE FUSE.

ALWAYS REMEMBER: TURN ON THE MAIN SWITCH AFTER YOU HAVE PUT IN THE NEW FUSE.

WHAT DO YOU KNOW?

True–False (Circle the correct one)

Does electricity help you in the home? True False

Does electricity help you clean the house? True False

Does electricity help light the house? True False

Bare wires can start fires. True False

An electric wire is cool. True False

Circle the right word

What does a cord have on the end?. . . . .wire, cotton, plug

Cut the wire two inches from the . . . . . . socket, plug, end

The little screws are called the . . . . . . ends, the top, the posts

What do we wrap around the posts? . . . . . cord, line, wire

Tighten the posts with a . . . . knife, hand, screw driver

Tell how to fix it

Write four things that we do when we fix a plug.

Write four things that we do when we fix a socket.

Answer the question

You are going to buy a new electric iron. How can you tell by looking at the cord that this will be a good iron?

1. **It has many colors on it.**
2. **It is very long.**
3. **It has a little tag on it that says, "inspected and checked".**

PAYING YOUR GAS BILL

DISCUSSION:

Have you ever looked at your gas bill and wondered, how much is the bill this month? Let's look at a gas bill and find out how to read it.

MILWAUKEE GAS LIGHT CO.			GAS LIGHT COMPANY	
from to		rate	account	discount date
reading	100 cu. ft.		gross	net
GAS DOES IT BETTER				

If you pay your gas bill before a certain date it is cheaper. Be sure to look at your bill to find the last date you can pay and still get your discount.

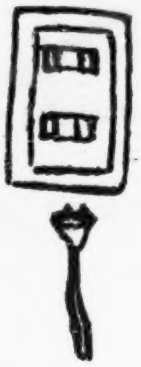
YOUR IRON

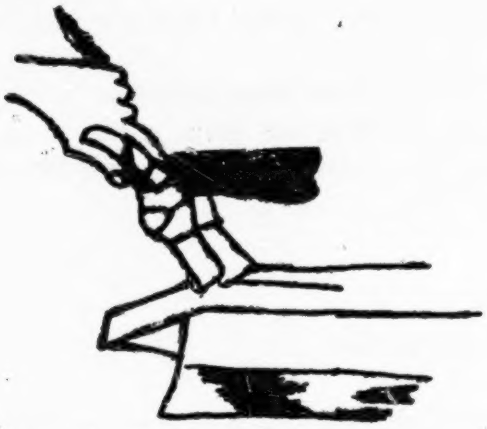
DISCUSSION:

You know what a flat iron is. Do you know why it is called a flat iron? It's flat. The iron is much different than it used to be. Ask your grandmother what the old iron used to be like.

Many years ago the iron was a heavy flat piece of metal that was set on the stove. When the iron got hot enough it was used to press clothes. Irons have changed. Now we have electric irons. We now have steam irons. They make the job of pressing things much easier. Your iron will do a good job for you if you take care of it.

When putting the iron away: First, remove the plug from the wall socket. Second, pull the plug from the iron, holding the plug, not the cord.





The iron must be cool when you put it away.

Never put water on an iron to cool it.
A dirty, burned iron will heat up faster and waste the heat.
Clean the bottom of your iron by using whiting and amonia.
An iron takes a lot of electricity when it is on. Do not leave your iron on for a long time.

WHAT DO YOU KNOW?

1. A fuse burns out because you are:
   a. not watching it.
   b. overloading it.
   c. it is too old.

2. What is the first thing you do when the lights go out?
   a. check all the lights in the house.
   b. turn out all the lights and the radio.
   c. look for an old cord.

3. What is the first thing you do when putting in a new fuse?
   a. unscrew the fuse.
   b. turn off the main switch.
   c. find the right fuse.

4. Why is it not a good idea to have too many electrical things going at the same time?
    a. it will wear out the cord.
    b. it will blow a fuse.
    c. it is hard on the radio.

5. How do you find out the size of a fuse?
    a. it is on the fuse.
    b. put a penny behind it.
    c. look at the old one.

6. Write five things you do when changing fuses.

SAFETY

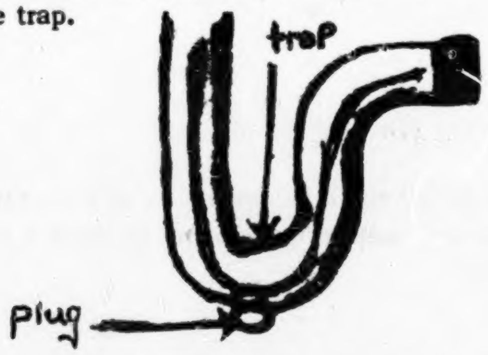
The correct answer to No. 3 above.

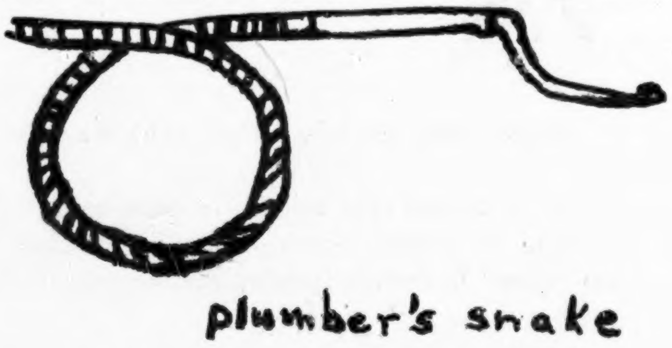
HOME SANITATION

DISCUSSION:

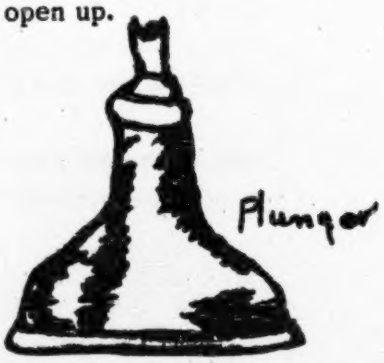
The hardest rooms in the house to keep clean are the bathroom and the kitchen. It is very important to keep these two rooms clean. When you keep your bathroom and kitchen clean you are helping to keep the family healthy. It is not enough to keep only the outside things, like the faucet and sink clean, but the out-of-the-way places must be kept clean also. Waste material and water flow down the drain to the city sewer.

Look under your sink. Under the sink you will find a pipe that is shaped like a big U. This is called the trap. Many times the trap gets plugged up. At the bottom of the trap is a plug. You can take out the plug and clean the trap.





The "plumber's friend" or the plunger is also helpful in getting the drain to open up.



The plumber's snake will also help you clean the drains.
Watch what goes down the drains. You can stop your drain from getting plugged up.
It is a good idea to put something like "Draino" in your drains.
This is called a solvent. It will help clean out the drain. A solvent will not clean out a drain that is very badly plugged up.

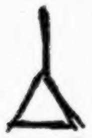
HOME LIGHTING

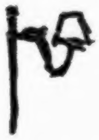
DISCUSSION:

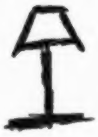
Years ago people had only candles for light in the homes. Today we have many different kinds of lights. We have lights for the living room, for the kitchen and for the bedroom. There are different lights for every room in the house.

We use lamps for reading, sewing, working and study. We should have the right light for each kind of work that we do. Poor lights will hurt your eyes.

There are many kinds of lights:


ceiling light


wall light


floor lamp

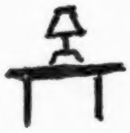
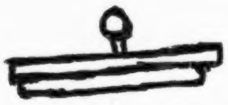
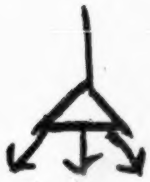


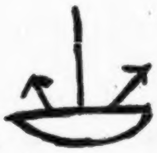
table lamp


fluorescent light

In a room that is painted a light color, light will show up well. In a room that is painted a dark color, you will need more light.

We have two kinds of lighting:


direct lighting


indirect lighting

Shades help the lamp. They make the light go to the place where you are.

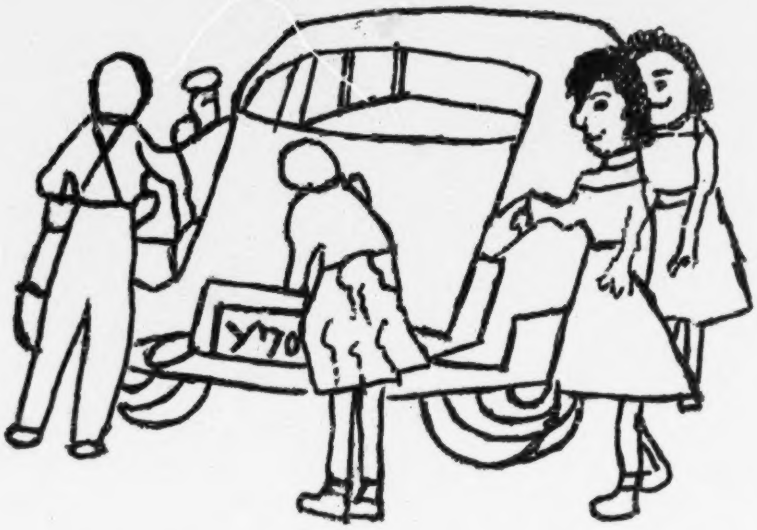
Look around your home. Are there enough lights for all the kifferent kinds of work that you do? Is there a lamp in the kitchen where people are working? Is there a lamp in the closet? Is there a light on the basement stairs? Is there a light on the stairway to the attic?

SAFETY

REMEMBER: Each place needs proper lighting. This will help you to prevent accidents. Good lights will help save your eyes.

UNIT ON CAR WASHING

UNIT ON CAR WASHING



The age range of educable children participating in this unit was 7 to 10 years with mental ages running from 4–6 to 6– 0.

OBJECTIVES:

To expand the limit of children's experiences.
To teach the value of a job-well-done.
To experience sharing of duties and rewards with others.
To become aware of the responsibilities entailed in handling another's property.
To experience handling of money.

EVOLUTION OF PROJECT:

The children had been taking many field trips in the teacher's new car. They were becoming increasingly aware of the pride of owning and caring for a new car. They decided that "our car" was dirty and that we could wash it. With the cooperation of the school custodian, a hose was extended out of a basement window and the car was parked on the playground.

QUESTIONS WHICH AROSE:

1. Why do the windows get streaked when we use the same rags for them which we use on the rest of the car?
2. Would we use soap or will it spoil the finish?
3. Do we clean the inside of the car with the same tools we use for the outside?
4. Is it wise to leave the car parked on the playground during the recess period? Why not?
5. Who polishes the high places – who the low places?
6. Why couldn't we wash other people's cars to earn some money?

7. How much would we charge?

8. How do we advertise to let people know we are in business?

PROCEDURE:

It was decided that because we knew so little about the technique of washing a car, it would be wise to visit a filling station and watch an experienced car-washer do his job.

A friendly filling station attendant was willing to give us a demonstration and he also made an appointment for us to see a car washed by a machine.

One of the children suggested that we might charge 10¢ a car. If we charged too much our customers would not come back a second time. In the end we agreed that 25¢ a car would not be charging too much.

A sign was made, which fit over a child's head. He and another child, who carried a schedule of the times that it was convenient for us to wash, went from room to room in the school and explained the project. We also had a block ad included in the Sixth Grade's weekly newspaper. The other teachers had been coached so that all of the right questions were put to the children involved.

It was decided that many clean rags were necessary in order to do a good job. The children brought them from home.

The teacher would hose the car down with sponge assistance from two children. The rest of the children stayed at a dry distance during this time. All of the children helped with the drying and polishing.

After each car was washed, one child would return the keys to the owner and announce that the job was finished, we hoped, to his satisfaction. Most customers paid immediately.

PROBLEMS:

One customer did not pay us when the job was completed. One suggestion for a solution to this problem was that we could "dirty up her car again". It was decided that this was not a "business-like" solution. Instead we sent her a bill. She paid promptly and the collector did a good job of writing "Pd." on the bill.

One teacher was the owner of a brand new Mercury, equipped with many electric gadgets. It was decided that the danger of getting water in the windows might make this a job for someone better equipped than we. We limited our services to giving that car a "sponge bathe" concentrating on wheels and bumpers.

We found that rags did not stay clean long. We did not have access to a washing machine. We made a trip to an automatic laundry and solved that problem.

END RESULTS:

The financial gain of our project amounted to $4.05. We were tipped in some instances for a good job. It was decided that we would save the money to buy something for the room, e.g.; a toy or a game. This will entail a trip to the toy store to find the priced-right item to fit our limited budget. We have already decided that our money will not buy a bicycle or a $7.95 fire truck.

The children have a new awareness of what fingerprints do to a clean car and are defensively proud of the finished product. They are listening to weather reports and evaluating them in terms of weather for car washing. There have been many excellent reports from parents on the carry-over of the project to the home situation.

We have counted the money so often that many of the children can now recognize a dollar bill, a half dollar, a quarter and a dime. Some of them know that there are four quarters in a dollar and that a dime is worth 10¢.

BABY SITTING

Flo Goes Baby-Sitting

Permanent Information

General Checklist

Special Information on Today's Sitting Date

Wages for Sitting

Changing Diapers

Feeding Time

Safety and Emergencies

Using the Phone, Radio and Television

Housework, Free Time, and Crying Babies

Temper Tantrums, Handling Children

Bathing Baby

Late Hours

Suggestions for the Teacher

Bibliography

Baby
SITTING

BABY-SITTING

The following unit was prepared for a junior high school group of retarded girls and is concerned with the problems involved in baby-sitting. It was written with readability levels in mind and is appropriate for retarded pupils with reading attainments at the fourth to sixth grade level. This material could be reproduced for use in secondary programs.

FLO GOES BABY-SITTING

"Hi, Sue, have I got news for you! I met that perfectly yummy boy that you said you liked so much, at the party last night. He has seen you around and when I told him I knew you, he made me promise to fix up a date for you and him for next Saturday night."

"Oh, Flo, I'd love to but I can't this Saturday. I promised to baby-sit for Mrs. Bruce. And besides, I don't have anything to wear. That's why I've been baby-sitting so I could buy some new clothes." "Why do you have to baby-sit to earn money? Why don't you get a job doing something else?" "Well, I like to take care of children. It pays pretty good and I can work during my free time after school, evenings and on week-ends. And anyway, I don't have any younger brothers and sisters, and some day I want to have some of my own kids and this way, when the time comes, I will know how to take care of them."

"Say, Sue, that sounds like a good idea. I never thought of it that way before, but you know, if I knew how to baby-sit, I could take your place and you could wear that blue outfit I got for Easter. It should fit you perfectly because we are the same size."

"Well, Flo, I could tell you, but a lot of it is up to you."

"What do you mean, it is up to me?"

"I mean, you have to be dependable. You have to know what to do in an emergency. You have to act your age, because baby-sitting is serious business. You are stepping into the mother's shoes and you have to do what she would do if she were there. You have to know how to get along with other people besides the children, like you have to get along with the people that hired you and their friends and relatives. And you might as well not even start if you don't get along with the kids. You have to love children if you expect them to mind you."

"Oh, I can handle that, but what do you have to do when you are all alone with the kids? What if one starts crying and he doesn't want to stop?"

"Flo, before we go into that, there are lots of other things we have to talk about first. I have a little book where I keep all the information I need to know. I have one sheet for permanent information, one for special information on each sitting date, plus a general checklist. Here they are, you can see for yourself."

PERMANENT INFORMATION

Name of Parents ______________________________

Home Address ______________________ Telephone No. ____________

Child's Name ________________ Age ________ Pet Names ____________

Neighbor's Name ______________________________

Address ______________________ Telephone No. ____________

Doctor's Name ______________________ Telephone No. ____________

Feeding Instructions ______________________________

____

Clothing Instructions ______________________________

____

Habits of Child (sleeping, crying, etc.) ______________________________

____

Special Do's and Don'ts (What things please him? What things frighten him?) ____________

____

____

____

GENERAL CHECKLIST

Do I know: General floor plan of house ______________________________

Location of child's room ______________________________

Location of light switches ____________________

Location of phone ____________________

How to operate stove ____________________

Location of child's food (bottles, nipples, etc.) ____________________

Location of child's clothing (diapers, bathrobe, etc.) ____________________

Location of child's ointments, powder, etc. ____________________

SPECIAL INFORMATION ON TODAY'S SITTING DATE

Where can parents be reached?

Name ____________________ Address ____________________ Tel. No. __________

Will neighbors be home? ________ If not, neighbor who will be available while parents are away is:

Name ____________________ Address ____________________ Tel. No. __________

Other special instructions ____________________

____

"Sue, that's a lot of things to find out. How do I go about finding out all of that information?"

"Well, Flo, some of the things the mother will tell you without asking her, some of the things you can find out by just keeping your eyes open and those things that are still unanswered you can ask about."

"Say, Sue, how many children does Mrs. Bruce have?"

"I thought you knew. She has a little boy, Jerry who is three years old and a new baby girl, Linda, who is two months. The little boy is a lot of fun and the baby sleeps most of the time. The baby doesn't take much care. All I have to do is give her her bottle once or twice and see that her diapers are dry. I usually have to give Jerry his bath and put him into his pajamas, slippers and bathrobe. He stays up and watches television until 9:00 and then I put him to bed. If you're really serious about baby-sitting in my place this Saturday night, I'd better call Mrs. Bruce so you can arrange to see her ahead of time."

"Sure go right ahead and call her. I can see her anytime Saturday. By the way, how much will I get for baby-sitting Saturday night?" "Usually I get fifty cents an hour and seventy-five cents an hour after midnight, but I only charge Mrs. Bruce three dollars for the evening. It isn't too much work and she let's me watch television too."

"That's O.K. You call her to see if it will be all right. Call me as soon as you find out so I can fix up that date for you. All right?"

"All right, I'll call you."

What are some of the things Flo may have trouble with in starting her new kind of work?

1. How much should she charge?
2. How should she diaper a baby?
3. How should she warm a bottle?
4. How should she feed a baby?
5. What should she do if the baby gets sick?
6. How should she keep the baby from harm?
7. What should she do in case of an emergency?
8. How can she get help?
9. Can she have friends in when she sits?
10. How can she be sure of an escort home?
11. Can she use the telephone, the radio, or the TV set?
12. What should she do if she is asked to wash dishes or help with the housework?
13. What can she do with her free time?
14. What should she do when the baby cries?
15. How should she cook a simple meal for children?
16. How should she handle a temper tantrum?
17. How can she handle several children?
18. Should she bathe a baby?
19. How should she handle parents when they consistently get home later than they promise?
20. How much noise can she make when the children are sleeping?

THE WAGES FOR SITTING

She wants to receive fair wages. As a newcomer to the work, she is not sure how much to charge or how to ask for it. The problem is made worse by the conditions she has to work under. Her hours are not always the same, and she will have a number of employers. Should she charge by the hour or by the amount of work she has to do? Should she have special rates for those less well off? Sometimes she will even sit for close friends of the family. It's true—money is a touchy subject. Therefore, she should handle the subject with care.

Let's take one thing at a time and see how much she should charge.

1. They need her more than she needs them. For her, sitting is a source of extra money. For the parents, it means not being tied to the house all the time.
2. The need for good sitters is far greater than those available.
3. Parents make a special effort not to take advantage of a younger person. She will resist the temptation of using these advantages to get more money than she deserves, if she wants to get along with her employers.

How can she decide on a fair and reasonable price to charge?

1. She should check with her friends who baby-sit.
2. She should ask her parents and other parents in the neighborhood.
3. She should check her conscience.

Once she has set her rate, she should keep it the same for all sitting jobs. The word gets around how much she charges and if she charges different prices, it may cause hard feelings.

She should get her price straight from the start.

The first time she speaks to a possible employer is the time to discuss pay. The very latest her fee should be discussed with her employer is the moment before her employer is about to leave her with the children. Flo might say: "I'm sure everything will be fine, Mrs. Jones. And in case I didn't mention it, I charge 50 cents an hour. I just wanted you to know."

Collecting her fee.

A good idea is to write down the time of her arrival. Then it is a simple matter to multiply how long she has sat by her hourly rate. She might say politely: "I charge 50 cents an hour. I sat five hours, so that will be $2.50."

If the parents don't mention her pay, she must! She won't just blurt out: "You owe me $2.50," but she might say: "You're very welcome. It's always fun to sit with Donald and Ann. Let's see, that comes to $2.50 tonight."

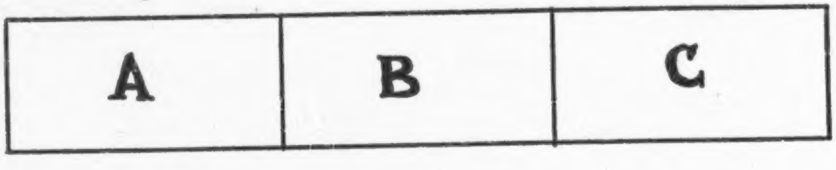
When does her working time start?

Her pay is based on the actual amount of time she spends at her "place of business". However, most sitters "stop the clock" when the parents come home.

How will Flo do in the diaper department?

There are several ways to fold a diaper, but if she follows these simple directions she should not have any trouble.

Imagine that the diaper has three parts:



Fold A over B and C over A. This makes the diaper 3 layers thick. Another good idea is to notice how the soiled diaper is folded and try to fold the clean diaper the same way.

The next step in changing a diaper is to grasp the baby at the ankles with one hand while slipping half the diaper under it with the other hand. Then bring the other half between his legs and pin the diaper on both sides. When you push the pins through, keep one hand inside the diaper. If the baby has had a bowel movement, the problem isn't quite so simple. Use the clean part of the dirty diaper to wipe clean the soiled skin. Take a soft washcloth wrung out in warm water, and wipe the baby's seat clean. Apply talcum or oil and cover with diaper.

Flo might wonder what to do with soiled diapers.

She can do this:

By holding one corner of the diaper, dip it in the toilet for a quick dipping up and down. Then hold on tightly and flush the toilet. After wringing, diaper is ready for the pail.

SAFETY

WARNING: Never leave baby alone unprotected! It goes without saying, Flo should wash her hands often when caring for a baby, and always before feeding him.

Then what about feeding time?

The baby is its own alarm clock. It will let her know when it is hungry. The milk or formula should be lukewarm. A good way to test it is to squirt a few drops on her own wrist. If it is too hot, Flo should run cold water over the bottle or put it in the refrigerator for a few minutes.

When feeding, baby should always be held in one's arms. The bottle should be held high enough so as not to allow air to be sucked through the nipple.

If baby has swallowed any air while feeding, he will have to be burped. This is done by holding the baby over the sitter's shoulder on a clean diaper. Then gently pat his back. He will make quite a noise as he burps.

SAFETY

What should she do if the baby gets sick?

She should call the doctor whose number she has listed on her Permanent Information Sheet. In most cases the doctor will give first-aid instructions, but if necessary he will come to the house. She should call the parents after the doctor has been called.

How can she get help?

If she is unable to reach the doctor right away, she should call in a neighbor. With two people it makes caring for the child, contacting the doctor and reaching the parents an easier job to manage.

Can she have friends in when she sits?

If Flo wants company, she should ask her employer before she asks a friend to sit with her. It probably will be all right if the friend is of the same sex. Sometimes a sitter may share her fee with her friends who has shared her responsibility.

SAFETY

How can she be sure of an escort home?

Most parents wouldn't think of letting her go home alone, but if they haven't thought of it, she should ask for an escort home. She won't be refused.

Can she use the telephone, the radio, or the TV set?

If she used the telephone, she should use it as little as possible. She should keep her calls short and to the point. About the radio or TV set, she should ask: "Can I use them?" They will probably say: "Make yourself right at home". If either set looks too hard to understand how to tune, ask the employer how to operate it.

What should she do if she is asked to wash dishes or help with the housework?

Housework is usually not included in sitting chores. Washing and drying dishes that were dirtied by Flo and the children, are in the line of duty. Also, of course, if the children make a mess while she is on duty, she should clean it up. However, if her employer offers a small bonus for any housework she might do, that's a different story. Flo will probably welcome the chance to earn a little more money.

What can she do with her free time?

She might use her free time for fun, for relaxation, for hobbies, or homework, reading or thinking, or whatever makes her happy. But she should watch out for the danger of becoming so interested in what she is doing that she fails to hear the children.

What should she do when the baby cries?

If the baby still cries after checking his diaper or seeing whether a pin might be sticking him, he might be hungry, or he might have stomach cramps. If he cries because of stomach cramps, Flo should not be alarmed, because they are not serious. She should hold the baby close to give him the warmth of her body and walk the floor with him or rock him. Until the cramps pass she should hold, comfort, and warm the baby. Also, she should be patient. If the baby continues to cry the baby-sitter should call the parents at the telephone number they left with her.

How should she cook a simple meal for children?

Here is where it is important to get the instructions from the mother. Flo should ask what should be prepared, where it is kept, and how much to fix. She might wonder when the baby has had enough. When he refuses any more food, she should stop right there and not force him to eat more.

How should she handle temper tantrums?

A temper tantrum is what junior shows when he is angry. He'll scream and stamp and cry. How is Flo to handle him? First, she should stay calm and not lose her temper. She might let him cry a little while since he probably will stop soon. She should give him something special to do and pretend she has forgotten about the tantrum. If he continues to scream, it is best not to let him get his way. She should give him a smile and bring him into another room and ask him to help her do something else.

How can she handle several children?

Here Flo's part probably is that of a referee. She should keep the children from hurting each other. She should be calm and friendly, and she should not play favorites.

SAFETY

Should she bathe a baby?

There are too many dangers connected with bathing a baby, so for everyone's good Flo better not take on the job. But if she must then she should follow these simple rules:

1. Check the temperature of the water by sticking your elbow in the water to make sure it isn't too hot.
2. Keep soap away from the baby's eyes.
3. Always keep one hand around the baby's arm while in the water.
4. Never leave the baby unattended while on bathinette.

How should she handle parents when they continually get home later than they promised?

Here is one way Flo might handle the matter. She might say: "As much as I like sitting for you, my parents won't let me sit here any more if I don't get home at the agreed time." If they continue to be night owls, she should tell them she is sorry but they will have to get another sitter.

How much noise can she make when the children are sleeping?

It is certainly less work to take care of children that are asleep than when they are awake, so in time Flo will soon find out how much noise she will dare make without waking the children. This will mean no loud talking on the telephone. The radio or TV can be on, if tuned down. And there should be no rushing in and out of the bedroom where the children sleep.

Suggestions for the Teacher:

Activities that might be engaged in while teaching this unit might include practice and role playing in such areas as:

1. Diaper changing.
2. Feeding a baby.
3. Making emergency telephone calls.
4. Handling job interviews on the telephone.
5. Practice in reading appropriate children's stories.
6. Practice in presenting and controlling children's games.

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UNIT ON SEWING

The Apron Project

SEWING

HAPPY HOMEMAKERS – UNIT IN SEWING

INTRODUCTION

Since several of the children from the class would be going on to high school, it was felt that the girls should know a little about sewing. The boys had a crafts class in another room at the same time that this unit was taught. There were 11 girls ranging in age from 11-9 to 15-0 and in mental age from 6-2 to 10-10.

GENERAL OBJECTIVE:

This activity was presented to the girls as an introduction to sewing on a machine. Two of the girls had made aprons before in Girl Scouts. To the remaining girls this was a new experience. It was hoped that by giving the girls this experience those girls that go on to high school might better understand sewing.

SPECIFIC OBJECTIVES:

To stimulate a desire for sewing through teacher-pupil planning.
To promote neatness by making containers in which each of the girls could keep their sewing materials.
To introduce making of containers for the sewing materials by taking the process step by step.

PROCEDURES:

1. Choice of wallpaper for covering large oatmeal boxes.
2. The wallpaper is first cut by placing the top of the box flat on the paper, then a line is traced around the top. After this is cut out of the wallpaper, it is pasted onto the top of the box with diluted paste.
3. Next measure the length of the box and cut out a pattern for covering the box. Placing the pattern on the childrens' paper, then placing a yard stick along the edge of the pattern, the children draw the line. Then each child cuts the wallpaper along the line.
4. The same procedure is followed for making the rim of the cover.
5. Paste is painted on the wallpaper with paint brushes.
6. Roll the oatmeal box along the paper keeping the bottom edge of the paper along the edge of the box.
7. Roll the top along the paper cut for the rim in the same manner.
8. Braid heavy yarn. Tie a half knot at each end of the braid. Combine braid handle to box with brass paper fasteners.

To review sewing on a button through teacher demonstration.

1. Thread a needle
2. Tie a knot
3. Sew button to piece of material

To finish mats started for Mother's Day gifts by drawing strings to fringe the edges and sewing machine stitch to keep material from further fringing.

To give the girls an opportunity to learn how to purchase the needed materials by having the girls bring money and plan to go out to buy the materials during a class period.

To give the girls a clear understanding of the machine by having a demonstration by a professional person in the field.

To give the girls practice in using the machine and sewing a line by letting the girls sew without thread along a square drawn in pencil on squared paper.

To plan the apron by cutting the material.

To promote good sewing through planning and basting seams.

To introduce gathering by first having the girls baste the material along the waist and then pull the thread to gather the waist edge of the material.

To encourage good sewing by pinning the material before basting.

To finish the aprons by combining the apron skirt to the ribbon waist band.

To culminate the activity by having a treat and wearing the aprons to serve the treat.

MATERIALS:

1. Sewing boxes:
    - Large wallpaper books
    - Large oatmeal boxes
    - Diluted paste
    - Paint brushes
    - Heavy yarn
    - Brass paper fasteners
    - Scissors
    - Yard-stick

2. Apron material:
    - Thread, thimble, pins, and measuring tape
    - Cotton material
    - Grogram ribbon
    - Pinking scissors

3. Graph paper having penciled square on which to practice sewing.

4. Materials for leisure time activities:
    - Buttons – scrap material
    - Towels for mats – embroidery thread
    - Blunt needle

5. Machine (Oiled and lubricated)

DISCUSSION:

We began discussion of the sewing activity by deciding what we would like to make in preparation for the high school sewing class.

1. What should we make?
2. What materials will we need?
3. How should we purchase the materials?
4. Should we have someone come to speak to the class?
5. What will we do while other people are using the machine?

The decision of the girls was that we should make aprons and boxes in which we would keep our materials.

The girls felt that it would be great fun going to the business district to purchase the material. They would have liked to have gone to the Singer Shop for a machine demonstration. Since we were unable to make satisfactory arrangements to do this, we found it possible to get the home economics teacher to come from the high school to demonstrate using the machine. It was suggested that during leisure time they review sewing on buttons, finish the mats they started with another teacher, and make purses of the scrap material from the aprons. One whole period was dedicated to showing the girls the machine and how it works.

We found time at the end of the period to write a letter to the parents. The girls suggested what the letter to their parents should say:

> Dear (parents' name): Date
>
> Our girls' sewing class has chosen to make aprons. We would like to go out to buy our material together. We plan to purchase our material for 50¢. Could you please send 50¢ to school with (name of girl)?

Children knowing how to make knots and sew on buttons helped the other girls learn the process along with teacher direction. Those people having to finish mats could carry on with the work from where they had left off.

We went to Penney's to buy the material. The girls were given a choice from 20 different prints (cotton). Each girl was given 50¢ to pay for her material. To get the ribbon, we had to go to the dime store. Each girl counted her money for the teacher before giving it to the clerk.

With the assistance of the home economics teacher the girls learned to set up the machine for sewing. After setting up the machine, the girls sewed two straight seams along the sides of the mats and finished fringing the edges.

Two girls worked together measuring and marking one another's material to be cut (24" x 36"). They made a line of pins 24" from the bias of the material. They cut their material along the pinned line. First the side seams were pinned and then basted. They sewed the side seams by machine. A thread was basted through the waist of the apron after the side basting thread was taken out. After the waist was gathered, it was sewed on the machine. Then it was basted to the ribbon band and sewed on the machine. The waist basting was then taken out. Now the aprons were done.

The boys were invited to the room for a party at which the girls served cake and pop. Of course the girls wore their aprons so that the boys could see their accomplishments.

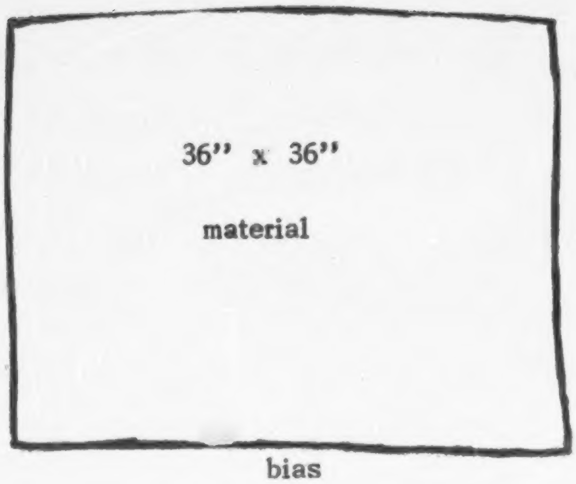
EVALUATION:

The girls were thrilled with having had the experience with the sewing machine. Most of them became familiar with the machine. They were neat with their sewing materials and neat in making their sewing boxes. The home economics teacher suggested that plain paper be used for the sewing practice activities. This would probably be advisable as the squares on the paper can be confusing. If there were more time for this activity it would also be advisable to have the girls practice sewing a curved line, corners and straight lines.

Going out to purchase the materials was both an enjoyable and educational experience. From beginning to end the activity was carried out by the girls. They planned the activity well and they carried it out equally well. The girls that helped the others had to be watched so that they did not do all the work.

The treat tied in very well with the unit as a culminating activity. We felt that this was an enjoyable and successful activity.

THE APRON PROJECT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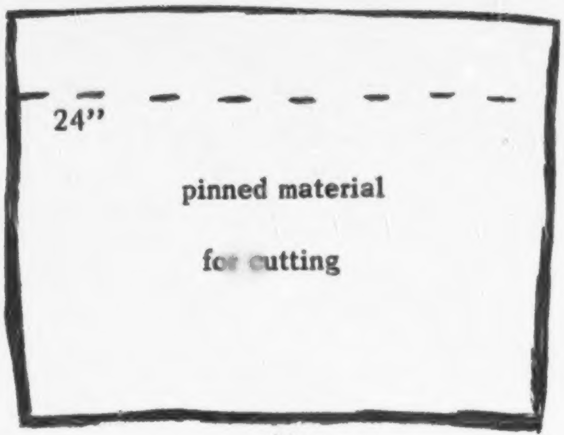
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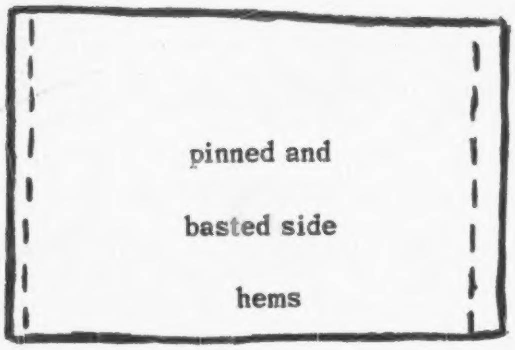
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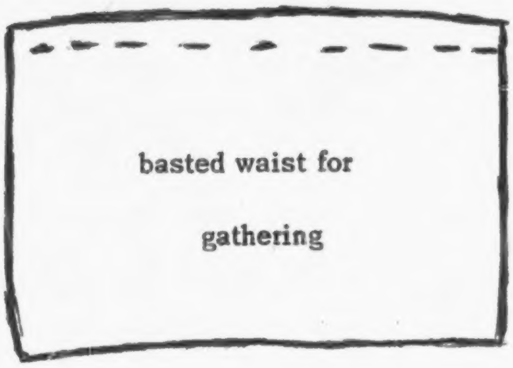
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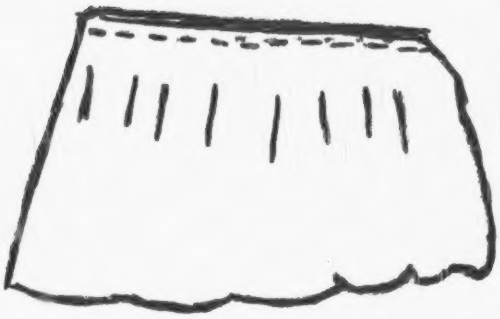
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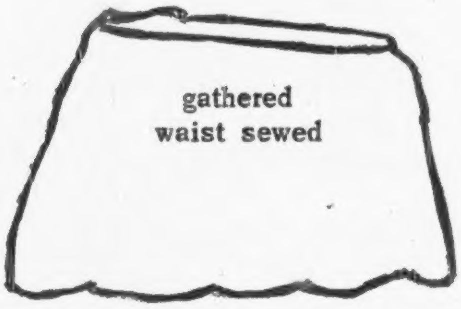
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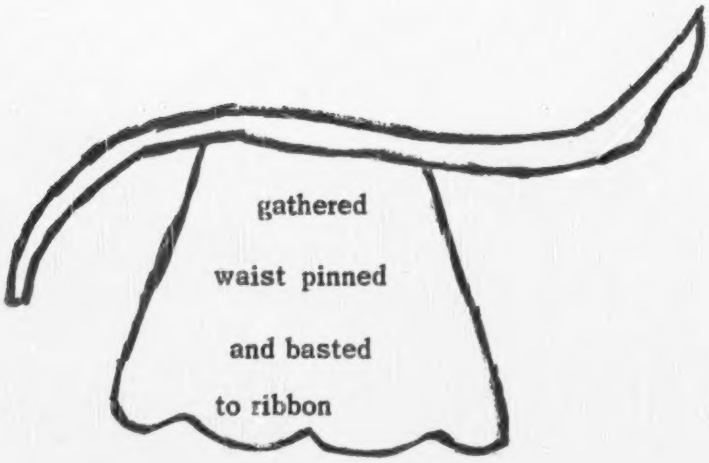
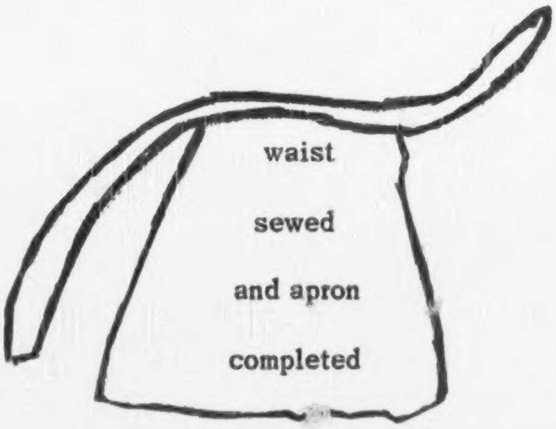

gathered
waist pinned
and basted
to ribbon


waist
sewed
and apron
completed

GOOD GROOMING AND GOOD HEALTH

Bathing and the Use of a Deodorant

It's Wise to Be Clean

Care of the Face, Neck, Arms and Hands

Dental Health

Care of the Teeth

Care of the Hair

Look Well-Groomed

The Care of Clothing

A Four H Club for Girls

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GOOD GROOMING AND GOOD HEALTH

"IT'S wise to be clean"
MR. Soap

The following unit on personal grooming and good health was prepared for use with adolescent educable mental retardates ranging in age from 13 to 16 years. This unit covers: bathing and the use of a deodorant, care of the teeth, hands and clothes.

The unit follows this format: general objectives of the unit, specific objectives of each subject covered, methods useful in creating and sustaining interest, audio visual aids and free materials, and the general suggested progression of the sections.

This material does not attempt to cover all of the various aspects of grooming, since they are of necessity integrated with daily class work and do not require a special unit. The unit is presented in a general outline form, and does not stress techniques of presentation, followup or methods of teaching. It is understood that all methods of approaching a problem can be utilized within the framework of this unit.

UNIT ON PERSONAL GROOMING

OBJECTIVES:

To develop an interest in personal grooming.
To provide an opportunity to build good habits and to establish a daily routine of good grooming.
To develop personal interest and pride in self.
To develop good social attitudes and behavior.
To integrate reading, language, and arithmetic through the medium of this unit.
To develop an understanding of the relation between personal attractiveness, good emotional control and behavior.
To develop the ability to select the suitable clothes for the occasion.
To recognize the importance of the proper care of clothing.
To develop poise and assurance in everyday relationships with other people.
The sub-objectives of each part of this unit will be listed before the beginning of each section.

BATHING AND THE USE OF A DEODORANT

SUB-OBJECTIVES:

To increase awareness of self.
To encourage cleanliness and the use of a deodorant.
To improve health concepts.
To integrate reading and number concepts with good grooming.
To improve the ability to generalize.
To encourage group participation and class discussion.

MOTIVATING ACTIVITIES:

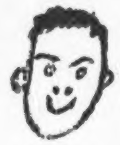
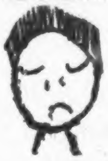
Bring samples of the better known deodorants to class. These can be used in a selling-buying situation using real or play money. Role playing can be used to advantage here.

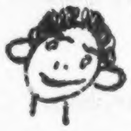
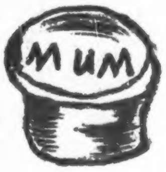
Make flash cards using the names of the deodorants.

DISCUSSION:

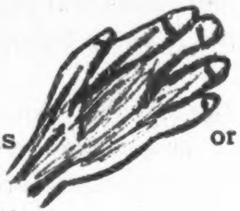
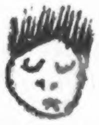
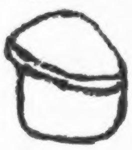
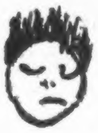
1. What do you notice first about a person? Why do you notice it?
2. Do you like to stand or sit next to some people and not others? Why?
3. What things do you need to take a bath?
4. Why do you need to take a bath?
5. If you cannot take a bath what else can you do to keep clean? (shower-sponge baths)
6. How often should you take a bath?
7. If you don't take a bath everyday what can you do to keep clean? (wash face, hands, neck, etc.)
8. What other times of the day should you wash your hands? (before eating and after going to the toilet)
9. How often do you change your underwear?
10. When would be a good time to change it?
11. Why is it important to have clean underwear? After you take a bath or after you wash up in the morning there is something else you can do to make sure you don't smell. You can put on a deodorant.
12. What is a deodorant? Where can you buy it?
13. What kinds of deodorants are there? (cream, spray, powder, liquid, roll-on)

IT'S WISE TO BE CLEAN

Jim  has lots of friends. Joe  did not have friends. Jim took a bath every week.

Every day  washed his hands, arms, face, and neck. He put on a deodorant 

and put on clean clothes. Jim smells good.

Joe did not take a bath. He did not wash his  or face  He did not use a  deodorant.  just smells.

NEW WORDS:

soap
water
clean
hands
dry
face
arms

neck
dirt
arm pit
Mum
Veto
towel
bath

EVALUATION

ILLUSTRATIVE STORY PROBLEMS:

1. Jim had $1.00. He spent 12¢ for a deodorant. How much did he get back?
2. Jim also spent 6¢ for a bar of soap. He gave the man 50¢ to pay for it. How much did he get back?
3. If one jar of Mum costs 12¢, how much would three jars cost?
4. Jim spent 12¢ for a deodorant and 6¢ for soap. How much did he spend?

ILLUSTRATIVE SPELLING TEST:

1.	soap	stop	step	sing
2.	where	what	water	waiter
3.	clean	cling	clam	case
4.	hand	hung	had	handy
5.	dry	dig	dirty	die
6.	face	farce	fleece	face
7.	arms	arm	aim	am
8.	neck	nick	need	never
9.	dig	damp	dirt	dirty
10.	towel	tamper	twin	toward
11.	bath	bet	bend	bank
12.	different	double	deodorant	difficult
13.	Make	Mud	Mum	Mat
14.	Veto	Very	Vat	Van

CARE OF THE FACE, NECK, ARMS AND HANDS

SUB-OBJECTIVES:

To reinforce the need for a clean body.
To emphasize the social aspects of cleanliness.
To reinforce the concepts of germs and bacteria.
To promote class discussion and further language arts.

MOTIVATING ACTIVITIES:

A demonstration of the correct way to brush and care for the nails.

Use of a folder from Proctor and Gamble, Cincinnati 2, Ohio, showing the correct way to care for hands. Send for "The Ivory Inspection Patrol".

DISCUSSION:

A. The importance of cleanliness.
    1. Why is it important to be clean?
    2. Do you think people notice if you are clean?
    3. Do you think you can tell something about a person if he is dirty all the time?
    4. Is it important to be clean in school and on the job?
    5. When you work in a garage is it necessary to be clean?
    6. If you do not take a bath every day, what can you do to keep clean?
    7. How do you take a sponge bath?
    8. Do you put on the same clothes you wore before taking a bath?
    9. Why is it important to change your underwear?
    10. How do you wash yourself when you get up in the morning?
    11. How do you wash your hands? How do you take care of your nails?
    12. Discussion of materials required. Class demonstration.

B. A discussion of germs and bacteria.
    1. Where are they?
    2: What do they do?
    3. What can you do to protect yourself against them?

JOE AND JIM WORK AFTER SCHOOL

Jim worked after school. Jim worked in a garage. After work he came home. When he got home he took a bath. Jim knew it was an important part of his job to be clean.

Jim knew the importance of a clean body. He knew clean hands were important, too. He knew the people who came into the station liked him to be clean. The people who visited the garage were not afraid to let him work inside their cars. They were sure he would not get the seat covers or any other part of their cars dirty.

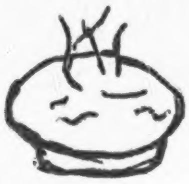
Jim had learned that if he was clean and neat, people would be sure he did a clean and neat job.

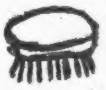
Joe was not like Jim. Joe did not take a bath. He was dirty. His body was dirty and his hands were dirty. The people that came to the place where Joe worked did not like him to work inside their cars. Do you know why?

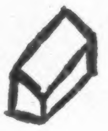
If you want people to like you, you must be clean. If you want to keep your job you must be clean and neat.

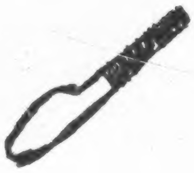
HOW CAN YOU KEEP YOUR HANDS CLEAN ? ? ? ? ?

You will need these things to keep your hand clean.







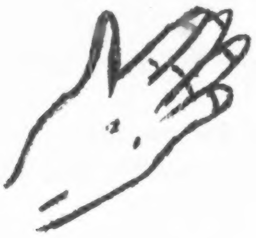


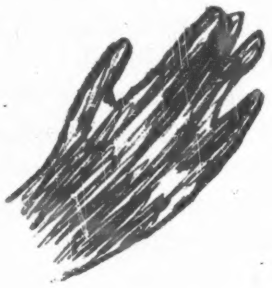
This is what you do to keep your hands and nails clean.

1. Wet the brush in the water.
2. Rub the soap on the brush.
3. Scrub your hands and nails.
4. Remember to brush across your nails.
5. Rinse your hands.
6. If there is any dirt under your nails use the nail file to get it out.

It does not cost much to have clean hands. A nail brush costs 10¢. A nail file costs 25¢. These things will last a long time. All you need is a little time and effort to have clean hands.

Which of these hands are yours? Look at your hands and see.





DENTAL HEALTH

SUB-OBJECTIVES:

To increase awareness of the physical aspects of appearance.
To provide an opportunity to establish good health habits.
To improve the understanding of the basic seven components of a diet.
To review the place of the dentist in the care of teeth.
To provide an opportunity for group discussion and participation.
To integrate reading and arithmetic skills within the unit with emphasis on comprehension and self direction.

MOTIVATING ACTIVITIES:

Use samples or the small size tubes of toothpaste in games for sight recognition of brand names.
Demonstrate the correct way to brush teeth using models.
Use check charts to keep track of the regularity of brushing and foods eaten.
Use pictures and wall charts in discussing diets.
Bring the actual foods to class.

AUDIO-VISUAL AIDS:

A. Films and Filmstrips:
Check your local audio-visual aids resource center for films and filmstrips, pictures and other materials related to this dental health unit. Also, refer to the current catalogue of the University of Wisconsin Extension Division:

Bureau of Audio-Visual Instruction Films
1312 W. Johnson Street
Madison, Wisconsin

B. Free Materials:
American Dairy Council, 161 W. Wisconsin Avenue, Milwaukee.
American Dental Association, 222 E. Superior Street, Chicago, Illinois
Send for: "Dental Health Educational Materials."
Bristol Myers Products Division, Bristol Myers, New York 20, New York.
Send for material called, "Working Together for Better Dental Health." This unit contains: a teaching manual, health chart, tooth brushing model, score sheets and folder for pupil, covering rules for care of teeth, and a folder, "How I Brush My Teeth." Church and Dwight Co., Inc., 70 Pine Street, New York 5, New York.
"Little Red Sky," the adventures on an Indian boy and how he cares for his teeth.
"Your Teeth and Their Care." Good care of teeth stressed. Metropolitan Life Insurance Co., New York, New York.
"For Good Teeth," is useful for parents or teachers.

CARE OF TEETH

DISCUSSION:

A. How teeth are formed and how they change.
    1. Infancy, early childhood, adolescence, and adulthood.
    2. Care of the teeth through the various stages.
    3. Importance of a proper diet.
B. Foods necessary to build strong teeth.
    1. Correct methods of brushing teeth.
    2. Discussion of mouth washes.
    3. Discussion of toothpaste and powders.
    4. When to brush your teeth.
C. The dentist.
    1. Why go to the dentist.
    2. When to go to the dentist.
    3. Discussion of parts of a tooth.
    4. Where does decay start?
    5. Where does it come from?
    6. How does the dentist get rid of the decay?
    7. Discussion of the tools in the dentists office.

The discussion can be varied or built around the use of movies. Pictures cut from magazines or other sources invite interest and discussion. Demonstrations by the children on how to brush teeth will create interest and allow you to check on their progress and understanding. If it is possible, a field trip to a dentist's office would prove valuable.

The class may want to keep records of the times they brush their teeth and the foods they eat.

The children may also want to buy or sell the samples used in the discussion. Actual money or toy money can be used to further arithmetic concepts.

EVALUATION

SAMPLE WORK SHEET NAME

teeth	dentist
tooth brush	fruit
tooth paste	bad breath
decay	brush
smile	tube

____________ and a tooth brush help keep teeth clean. The ____________ looks to see if there is any tooth decay. ____________ your teeth.

____________ ____________ comes from not brushing teeth.

Do not be afraid to ____________.

Tooth paste comes in a ____________.

When do you brush your teeth?

What three things must you do to have nice teeth?

1. ________________________.
2. ________________________.
3. ________________________.

Clean teeth make us look nice. If we don't keep our teeth clean they will decay. This means they will turn black and hurt.

We use a tooth brush and a tube of tooth paste to clean our teeth. First we brush the top of our teeth. We brush the inside of our teeth first. Then we brush the outside of our teeth. Then we brush the bottom of our teeth.

If we want to have nice teeth we have to eat the right foods. We must not eat too much candy. We must brush our teeth at night and in the morning.

clean decay teeth brush dentist

____________ teeth make us look nice.
If we don't take care of our teeth they will ____________.
The ____________ takes care of our teeth.

Why must we brush our teeth?

What 3 things must we do if we want to have nice teeth?

1. ____

2. ____

3. ____

CARE OF THE HAIR

SUB-OBJECTIVES:

To stress the part the hair plays in all-over grooming.
To establish good habits concerning the care of the hair.
To emphasize the correct care of the hair.
To stress the undesirable effects of an unclean scalp.
To integrate reading and arithmetic concepts with the care of the hair.
To further group participation.

MOTIVATING ACTIVITIES:

Bring in bottles of the various shampoos.
Have a demonstration on the correct way to brush, comb, and wash hair. If it is desirable, the girls can be taught to pin curl their hair.
Make a dressing table where the girls can comb and set their hair.

DISCUSSION:

1. Do you notice people's hair?
2. Why do you notice it?
3. What do you notice about it?
4. How do you keep your hair clean?
5. When do you wash it?
6. How do you wash it?
7. What happens if you don't wash your hair? (lice)
8. Demonstration of how to wash hair.
9. Discussion of shampoos.
10. Demonstration of how to put hair up in pin curls.

LOOK WELL-GROOMED

Hair is important. People always look at your hair! Can your hair pass their inspection?

1. Is your hair clean?
2. Is your hair combed?
3. Does your hair look neat?

WHICH ONE ARE YOU ?????????????????????????

How do you wash your hair? List the things in the order you would do them.

rinse
comb
shampoo
rinse
dry
shampoo
wet your hair

If you do these things, your hair will be clean. If you want your hair to be neat you will go to the ....

barber   butcher   beauty shop   gas station

These are the names of some of the well known shampoos: Halo, Drene, Lister Creme, Fitch, Dial, and Prell. You can buy a bottle of any shampoo for 12¢. If you do not use a shampoo that you buy in the store, what can you use? You can use a bar of soap. A bar of soap costs 6¢.

THE CARE OF CLOTHING

SUB-OBJECTIVES:

To make the pupils aware of their own dress.
To make the pupils aware of the dress of others.
To encourage them to wear clean clothes.
To improve their choices of color combinations.
To help them choose a good basic wardrobe.
To aid them in taking care of their own clothes.
To aid them in selecting the correct clothes for the occasion.

MOTIVATING ACTIVITIES:

Cut colored pictures from magazines and display them around the room.
Decorate the bulletin board with pictures of individual articles of clothing. Let the pupils arrange them the way they belong. (A striped blouse and a plain skirt.)
Actually wash, iron and repair clothes in school.

DISCUSSION:

Do you notice the clothes other people are wearing?
Why do you notice them?
What do you notice about them?

Discuss color combinations.
Suggest basic items needed in a wardrobe.
Discuss the correct clothing for the occasion.
Discuss and practice all phases of washing.
Discuss and practice all phases of ironing.
Discuss and practice all phases of mending clothes.

A 4-H CLUB FOR GIRLS

There was a need for group participation in a social situation for older retarded girls in Oshkosh, Wisconsin. Some girls who no longer attend the special classes and are over 18 years old were almost without companionship of friends of a like age. It is realize d that often the friends made in special classes at school are lasting and often the retarded are limited in a choice of friends.

After a careful study made of the needs, possibilities and limitations of the older girls which might participate, it was decided to send an invitation through the school to parents of special class girls from 12 to 20 in age. The response was gratifying and a meeting to discuss possibilities of organization of a club was called. A simplified program for a 4-H Club was explained by the County Home Demonstration Director in charge of the club work. With permission to simplify the program, the parents and teachers decided to go ahead with the organization of a club.

Questionnaires prepared by parents and teachers were sent to all parents of the older groups at school and a few girls who were over 18 and at home to determine if the parents were interested in having such an organization. Other questions related to where to have such meetings and if the parents would be willing to have meetings at their homes; if transportation would be furnished to and from meetings; when the meetings should be held, the length of the meetings, and how often to hold them; and if the parent would be willing to be a leader of such a group or would assist. It was also suggested that a sewing project might be the first year's program of work.

As leadership is a most important factor in this type of work it was particularly gratifying to find a capable older sister, an office worker who is young, attractice, intelligent and especially patient with the girls, and she said she "would try". The sewing project leader was another real asset, a former home economics teacher who had recently resigned from her teaching position.

Plans for the first few meetings were carefully formulated with the Home Agent, two teachers who act as counselors, and two leaders. There were originally nine girls to begin the 4-H Club and one more girl joined later. The group meetings were held in the homes. Parents and leaders took the responsibility of transporting the girls to and from the meetings. Meetings were held each third Monday evening of the month from 6:30 to 8:30.

No dues were paid by the members. The Winnebago County Association for Retarded Children sponsored the club and held a card party after which $60 was donated for purchase of supplies and materials.

The program followed a similar pattern at each regular meeting. The girls played a game and sometimes it was begun upon arrival. There were varieties of games played, e.g., a relay race of two teams putting on and taking off a pillow slip from a regular bed pillow. We also played a game of guessing a food shown on a picture pinned on each player's back. The only answers given to questions were "yes" and "no". Games such as guessing colors, birthdates or name types of Bingo, packing a suitcase race, musical answers, Buzz, Fruit Basket and numerous others were played.

The regular business meeting was then in order and one girl called the roll. We followed a procedure of giving the 4-H Pledge, the significance of the emblem, and the Motto and the colors. The girls then wrote in their note books where and when they were to meet the following time and what to remember to bring to the meeting. Each girl had her own 4-H Note book and 4-H pencil. At the second meeting the girls chose the name "Friendly Workers' 4-H". They kept collections of the newspaper clippings after each meeting. There has also been a picture in the newspaper showing the birthday celebration of the group.

The Project Leader presented the work for the meeting. The first year's work was a sewing project and the girls completed a fringed square for a table scarf; covered a sewing box with wallpaper for sewing supplies to be used at meetings; made a velvet wristband nylon stuffed pin cushion; hemmed a towel and embroidered the 4-H Emblem in one corner; made corsages for presents for parents at Christmas time; covered a waste basket with stick-it paper; and learned to sew on buttons.

The second year began with a nutrition project. The girls kept scrap books of proper table settings, a good breakfast, a good lunch and a balanced dinner. They have had a dinner served at one of the meetings and have seen the filmstrip "A Good Breakfast".

Sometimes songs are sung at the end of the project work and some action songs are included. Some of the songs sung are Bingo, The Inky-Dinky Spider, Row-Row-Row Your Boat, Sing-a-ling-a-ling, patriotic songs and seasonal numbers, as for example, Christmas songs.

Refreshments are kept simple. A fruit drink and cookies, or cup cakes, or sandwiches and milk or cocoa are some types of foods served to make it a real event. Sometimes there are special parties when ice cream is served.

Achievement night was held at the Winnebago County Court House Lounge in October and parents and friends were invited to a typical meeting. One year achievement pins were awarded to each girl and the two leaders were awarded certificates and special leaders' pins.

A Christmas party was a part of each December meeting. In March the Retarded Boy Scouts' troop and the 4-H Club for Girls demonstrated the work done and had an exhibit of items at the regular meeting of the sponsoring organization. It gave the parents an opportunity to enjoy their children and to feel proud of them. Another experience new to some was the attendance at a 4-H Camp meeting near Plymouth, Wisconsin as the regular June meeting.

The Friendly Workers' 4-H Club has served its purpose in helping retarded girls from 12 to 20 to participate in an activity which will make them better homemakers and give them social acceptance with friends who have similar interests. The group of ten girls is still meeting and there have been very few absences. It is believed that the age barrier of 20 may be disregarded and that the lasting friendships in the 4-H Club for the retarded will continue to grow to become an adult organization.

For information, booklets, and pamphlets helpful in organizing a 4-H Club contact your County Extension Office or write to the University of Wisconsin, Extension Service, College of Agriculture, Madison, Wisconsin.

Organization of 4-H Club Work—A Guide for Local Leaders is a miscellaneous Publication No. 320 from the U. S. Dept. of Agriculture. It may be purchased for 15¢ from Superintendent of Documents, U. S. Government Printing Office, Washington 25 D. C.

KEEPING HEALTHY THROUGH PLAY

Games Incorporating the Elements of Baseball

Games Incorporating the Elements of Dodgeball

Music and Rhythms

Singing Games

KEEPING HEALTHY THROUGH PLAY

GAMES INCORPORATING THE ELEMENTS OF BASEBALL
(Successfully used with retarded children)

1. KICKBALL (Late Primary and Intermediate)

One version of the game involves the pitcher rolling a soccer or utility ball to the batter who attempts to kick the ball and gain first base safely. The runner can be thrown out by a regulation toss to the first baseman or by being hit with the ball before gaining the base. Elsewhere on the circuit of the bases he can be thrown out by being hit by a thrown ball.

If a runner attempts to score from third and the ball is thrown across the 3rd-base-to-home-base-line before the runner gets home (or returns to third) the runner is out.

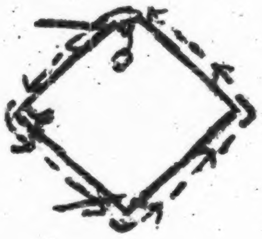
The runner does not have to advance to the next base on a base hit, but may remain on the base until he feels he can make a safe advance. Several runners may be on a base at one time and may all be put out attempting to score from third.

Two or three kick-strikes (of any kind) may be used, depending upon the ability and age of the players. Three outs will retire the side.

2. PIN-SOCCER BASEBALL (particularly good for Intermediate classes)

This game involves the use of soccer pins, or better, bowling pins sawed-off at the base for better stability. Most bowling alleys will donate used pins upon request.

The object of the game is for the batter (kicker) to complete running the base circuit before the opposing team knocks all four of the pins down. The pins are set just inside each base and behind home plate and the runner must run around the outside of the pins (except home), touching each base in the circuit.



If the runner knocks a pin down while running the circuit, he is automatically out. If, while at bat, he strikes at the rolled ball with his foot, a strike is called. The game can be played with either two or three strikes of any kind. If the rolled ball knocks over the pin behind home plate, the batter is again, automatically out.

The fielding team must move the utility or soccer ball rapidly around the infield, in order that each baseman may knock the pin down after catching the ball. Any base order is allowed in knocking pins down. It sometimes is necessary for the last man handling the ball, to throw the ball at the remaining pin in close action play. This can develop quite an amount of excitement on some particular plays. Three outs per side, as in baseball, are allowed.

In the early stages, with retarded children, it may be necessary to reduce the number of pins to, say 3, but the home pin is always used for the automatic out.

3. SOCCER BASEBALL (Late Primary and Intermediate)

All of the rules of baseball are used. The only exception is that a soft utility or volley ball is used and the batter "bats" the ball with his arm.

These games are well-suited for the mentally retarded, since they incorporate many of the elements of baseball, one of the games they seem to learn readily and not too much later than normal children. There is, however, enough difference to prevent confusion with the respective game rules.

GAMES INCORPORATING THE ELEMENTS OF DODGEBALL

1. CROSS OVER DODGEBALL

Players are divided up into three teams. Teams two and three stand on opposite sides of a court facing each other. Runners from team one run one at a time from one end of the court to the other while team two and three try to hit them out with a ball. A successful run to the opposite goal line without being hit scores one run. After all players on one team have had their turn, the teams then rotate.

Variations:
1. Runners may run at same time at the count of "5"
2. Runners must make it back to original goal line.
3. Add another ball

This team game incorporates the essentials of the well-known game of Dodgeball but at the same time puts a bit of variety into throwing a ball at an opponent. It also involves more organization than does Dodgeball because of the rotating factor. Scores are kept by three teams and no one is ever eliminated. It's a fast game that appeals particularly to an aggressive group of retarded boys.

2. INDIANS AND WHITE MAN (Primary or Intermediate)

One person is selected to be the white man. Standing on his goal line, he counts to 10 quickly with his back toward the Indians. The Indians are arranged horizontally on their goal line and try to sneak up on the white man while his back is turned. But, after the count of 10, the white man turns around quickly. Anyone caught moving is wounded (arm, leg, hip.) After being wounded three times, the Indian must go back to his goal line and start over again. The first person to tag the white man becomes "it".

Variation–White man throws ball into the air. When the ball is caught, he turns around.

This game is probably more suited for girls of a primary or intermediate group and incorporates the elements of good balance, quick movement, visual acuity, and fair play.

MUSIC AND RYTHMS

The following musical and rythmical games are suited to the mentally retarded because they are not confusing or complicated, have a lot of action, do not limit the number that can play, and help towards developing both auditory and kinesthetic skills.

1. LOUDER OR SOFTER (Pre-academic and Primary)

This game is similar to "hot potato" except that when the child enters the room to try and find what the class or person chose for him to discover, he knows he's "hot" when the class sings loud and "cold" when they are singing one of their favorite tunes very softly. One child is chosen to leave the room while another decides on the object he wishes his classmate to discover (flag, globe, Mary's hair ribbon). The children choose a song of their choice and then ask the person in the hall to return. This person walks around the room while the rest of the class carefully watches, singing quietly, moderately, or loudly, whatever the case may be. Retarded children love this game. It has an air of expectancy about it, almost everyone gets a chance to be out in the hall, and they are learning voice control through music.

2. POISON (Pre-academic and Primary)

On a day when it's too cold for outdoor recess activity, the children often ask to play Poison. A good march record is put on the record player, poison areas are marked off on the floor around the desks, and all the children make a circle around all the desks before the music begins. When the march is played, the children walk around the desks in time to the music, hoping that they won't be caught in a poison area when the music stops. Elimination from the game then begins. Those who are sitting in their seats because they were caught, are asked to help watch for the next group who are caught in the poison area. The teacher takes the needle off the record more frequently as more people take their seat.

3. WHO STARTS THE ACTION? (Pre-academic and Primary)

Everyone sits in a circle except the person who is "it". This person is sent out of the room. While the person is out, the group sitting in the circle select one person as their leader. The object of the game is for the leader to do motions with the rest of the group following the motions (clap hands, twist necks, stand up and twirl.) When "it" returns, the leader may change the action whenever he wants and as many times as it pleases him. However, it should be done as inconspicuously as possible so that the "it" does not catch on who the leader is. If "it" guesses the right person, then that person leaves the room and must be "it" for the next game.

SINGING GAMES

These games are especially suited to the mentally retarded, because they employ simple tunes which are melodic and "catchy", simple words, words that tell what to do, words and action that is quite often repetitive, and simple action which is easy to explain and easy to do. Following is an example which has been quite successful and which has not been teacher initiated:

1. DR. RUBY (Pre-academic through Intermediate)

Here comes Dr. Ruby, Ruby, Ruby,
Here comes Dr. Ruby, with an itsy, itsy, t-i-o

What does Dr. Ruby want, Ruby want, Ruby want
What does Dr. Ruby want with an itsy, itsy, t-i-o? etc.

This particular singing game begins by having the group face a Dr. Ruby in a straight line. Dr. Ruby skips up to the group and back a few times until his part is ended. Then the others skip up to Dr. Ruby and back singing their lines. At the end of the song, Dr. Ruby choses a partner, and the game begins again. Pretty soon everyone is Dr. Ruby and they sing the song once again while skipping around in a circle.

Others that the children like are Bow, Bow, Bow Belinda, Paw Paw Patch, and Rig-a-jig-jig.

Dr. Ruby can be used with primary and intermediate groups up to the age of 12.

Directions and tunes for such singing games can be found in the following references:

"Handy" Recreation Series – by Lynn Rohrbough
Published by Cooperative Recreation Service, Delaware, Ohio

Folk Songs for Children – by Ruth Crawford Seeger

MUSICAL RECREATION FOR THE MENTALLY RETARDED

Organization of a Recreational Program

Suitable Recreation Activities for Retarded Children

Safety Songs

Just for Fun

Summary

MUSICAL RECREATION FOR THE MENTALLY RETARDED

OVERVIEW:

What is recreation? It may take different forms and may mean different things to different individuals, but to define recreation, we say it is a voluntary leisure time experience which provides immediate and long range satisfaction to those who participate. It should meet the needs, interests, attitudes and customs of the persons involved, including the mentally retarded.

The primary and foremost objective of recreation is enjoyment, plus the development and fulfillment of the potentialities of retarded individuals and the enrichment of their social group.

An organized recreation program is an excellent opportunity for human interaction, and for promoting unity and understanding among groups. "Music is almost without a doubt a peer as a medium for recreation," says Leonard in his book, *Recreation Through Music*. "Its appeal is wide, and its recreational potentialities can never be exhausted."

We can best receive recreational pleasure in music through appreciation, and participation. The beat, the rhythm, the harmony and the lyrics, all combine to give inner satisfaction.

OBJECTIVES:

Grace Nameny sets forth certain goals in her music work with retarded children:

1. Achieve expression from each individual through group work, creative work, and individual work.
2. A large reportoire of songs is necessary, so that the mentally retarded can continue to participate, in any situation.
3. Give situations in which the pupil can use his imagination.
4. Group activities of a musical nature help to train in co-operation and group consciousness.

For the mentally retarded music is something in which they can happily and successfully participate. It draws the group together, makes them happy, and they forget their differences, and troubles with one another. The movement and rhythm brought about by music seems to:

a. bring release from undesirable impulses.
b. help a retarded child sublimate aggressive and destructive urges, and channelize disorganized energy into social, acceptable ways.
c. increase integration of body and mind.
d. help the child with aggressive, inhibited, anxious behavior patterns.

According to Schlatter and Swendsen, "Recreation is the easiest and best facility to orient a retarded child to other children. It is especially important to emphasize the value of musical games. Rhythm plays an important part in group play and organization among those who have low mental processes.

ORGANIZATION OF A RECREATIONAL PROGRAM:

1. The underlying ideology of the program consists of setting up a stimulating situation to induce free and spontaneous behavior.
2. A second underlying concept is that the greatest stimulus to an individual is other persons, therefore, retarded children are organized into groups so that co-operation and integration develop as the children participate over a period of time.
3. Children should be classified into congenial groups, to carry out a common interest.
4. Children should play games which give them experience in objectivity. They should react to the game situation rather than to their own personal likes and dislikes.

5. In a game children are part of a social situation-cooperating, competing, and contributing.

All musical activities, from the simplest rhythms to playing in an orchestra, seem to promote group organization and unity. One reason is lack of competition while another is the fact that from the standpoint of racial development rhythm is a basic form of communication.

The ability of most mentally retarded to enter into a variety of easily performed play activities provides a basis for teaching and therapy.

The play groups must be set up as homogeneously as possible. It is apparent that chronological age, degree of retardation, mental age, and the physical and social ability of the child play an important part in in the organization of a group. Similar games are enjoyed by those of similar mental age, even though the chronological ages and the IQ's might differ.

Experience shows that in homogeneous groups, if chronological age differences were within four years, mental ages within two years, and IQ's within ten points the children would play with greater freedom and happiness.

SUITABLE RECREATION ACTIVITIES FOR RETARDED CHILDREN:

Simplicity gives encouragement and satisfaction, while the complicated tends to frustrate.

All activities may be divided into active and passive participation.

- I. Musical Participation
  - A. Community Singing
    - 1. Popular music 2. Hill-billy 3. Semi religious
  - B. Choir or Chorus
  - C. Square Dancing
    - 1. Simple formations 2. More complex-advanced groups 3. Calls
  - D. Folk and Singing Games
    - 1. Simple for young and low levels
    - 2. More complex for advanced groups
  - E. Interpretive and Spontaneous Activities
    - 1. Simple for young child
    - 2. More complex for the few with special abilities
  - F. Rhythm Bands
    - 1. Young children and low level adults
  - G. Drum Corps and Marching Groups
    - 1. Usually picked groups
  - H. Band and Orchestra
    - 1. Advanced abilities
  - I. Individual Instruments
    - 1. Harmonica
    - 2. Accordion
- II. Musical Appreciation
  - A. Types of opportunity
    - 1. Record Players 3. Television
    - 2. Radio 4. Guest Bands
- III. Non-Musical Recreation Participation
  - A. Educational Level
    - 1. Story Play
      - a. Puppets b. Dramatization
    - 2. Directed Plays – Dramatics

    3. Manual Play
        a. Blocks and Instructional Toys
    4. Listening to stories read
    5. Reading for own recreation
B. Physical Recreation
    1. Baseball
    2. Playground games and activities
    3. Roller Skating
    4. Swimming
    5. Fishing
    6. Scouting
    7. Pool, Shuffle board, etc.
    8. Rumpus Room activities

IV. SUMMARY:

In this discussion, recreation as a musical experience, has been uppermost and as one observes these children there is little directed, or undirected recreation, in which music is not in some way a part.

While at work or at play children sing together or individually. When out bus riding they always sing all the songs which they know. The most sought for gifts for the young retarded adult are record players, records and small radios.

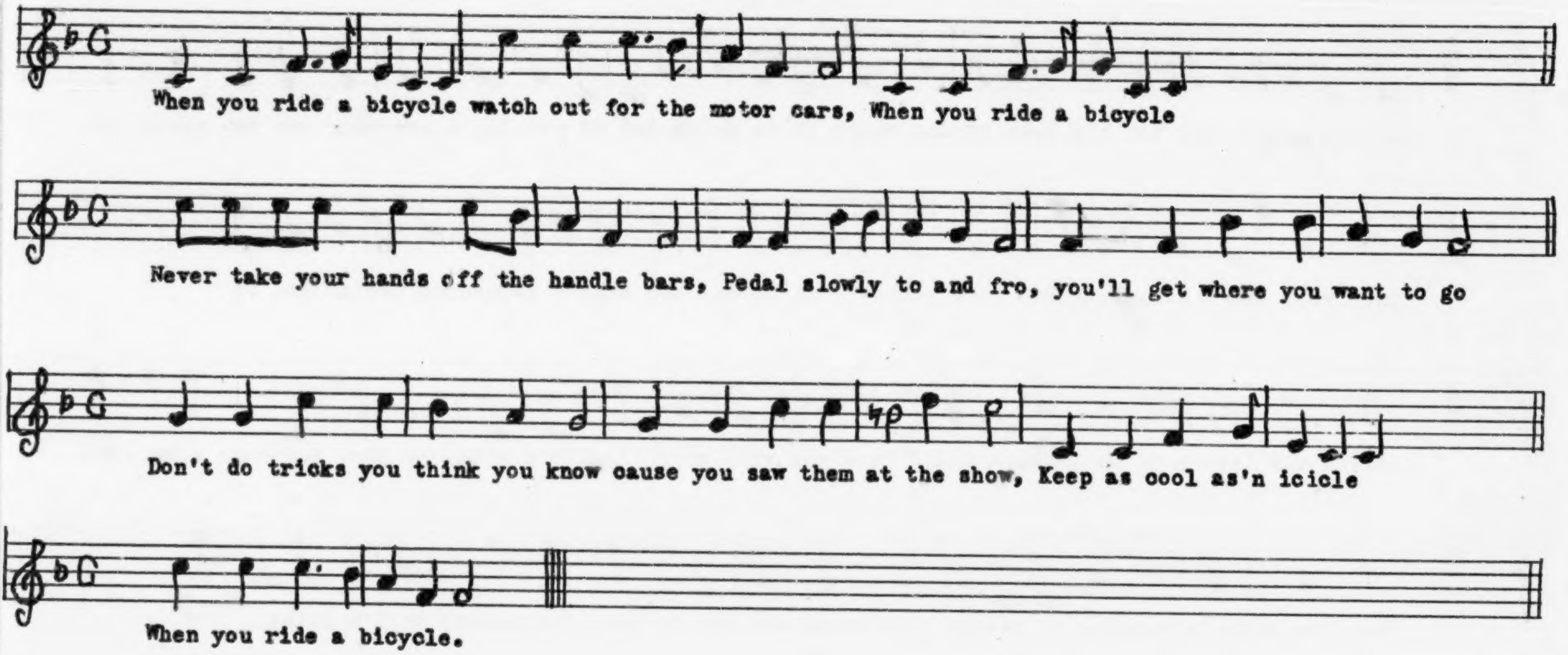
In further summarizing, we wish to quote Schlatter in some points particularly pertinent to our discussion:

1. The course of development of play interests in mentally retarded children will reach to the level of activities dependent upon the higher intellectual functions, except that the rate of development is slower.
2. The form of play expression is determined somewhat by the environment.
3. Mental age seems to be a more important factor than chronological age in determining interests and abilities, i.e., circle games are popular with older retardates as well as with younger children, being rejected only by the educable male above sixteen, intelligence quotient about 50.
4. Play activities greatly dependent upon reasoning or involving the use of language are unsuited for the mentally retarded.
5. In presenting play material it is best:
    a. To minimize verbal explanation and to emphasize demonstration.
    b. To present the game or activity as a whole, and to repeat the performance as quickly and as often as necessary.
    c. When introducing a more complex game have all children except the principal players seated during the demonstration.
    d. To overcome fear, or to stimulate interest, gradually expose the child to the new sensation.
6. The best recreational work can be done when chronological and mental age variations in groups are kept within certain limits.
    a. Maximum mental age variant, three years – two preferable.
    b. In chronological age – the state of development and intelligence quotient are important – the younger the child, the smaller the chronological age range should be. The lower the intelligence, the greater the chronological age range may be. In grouping the educable above 50 I.Q., a maximum C.A. range of 4 years is advisable until physical maturity. After physical maturity, C.A. is less important.

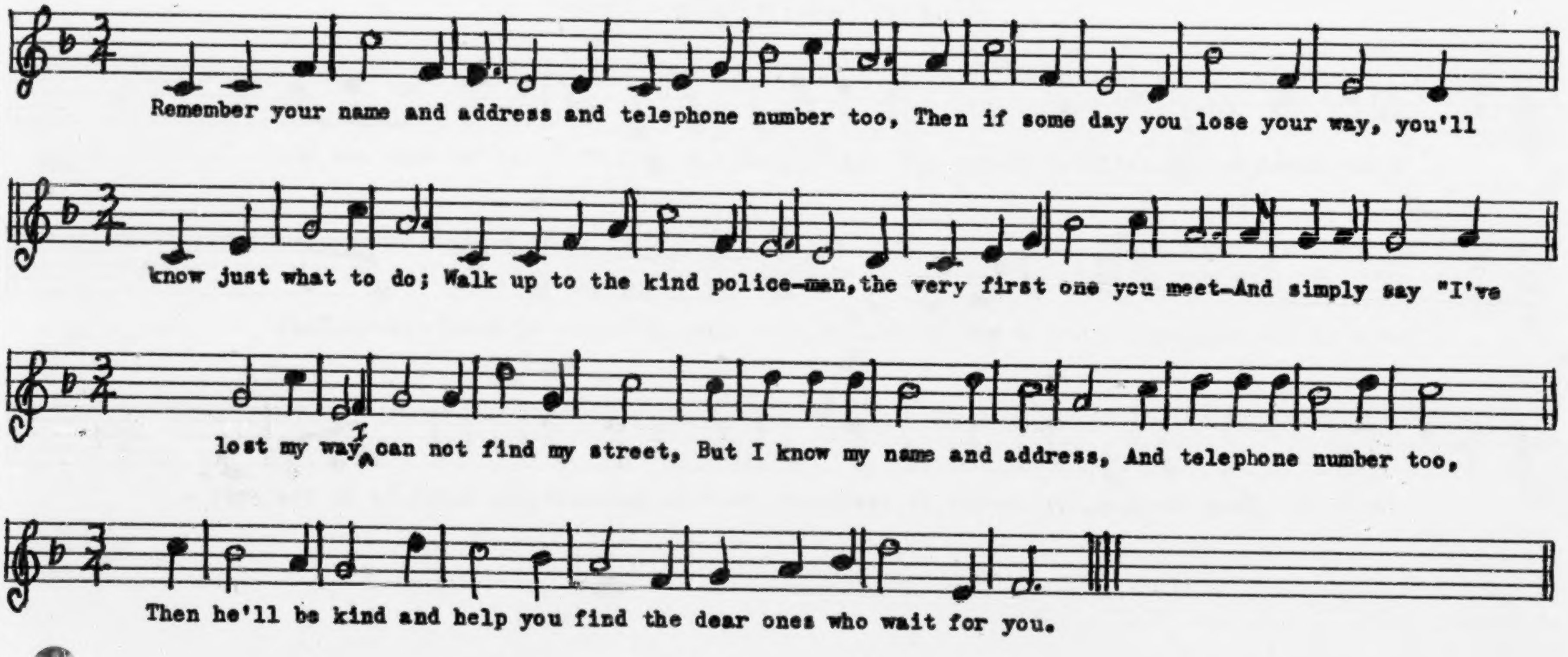
The analyses of the socio-psychological aspects of games suggest:

1. Need to acquaint play leaders generally with evolutionary character of game patterns; to facilitate a more intelligent use of games with normal and retarded children.
2. The possibility of a more discriminating use of game material for psycho-therapeutic purposes in the mentally ill and the mentally retarded, as well as for the socially maladjusted in the community and in the institution.

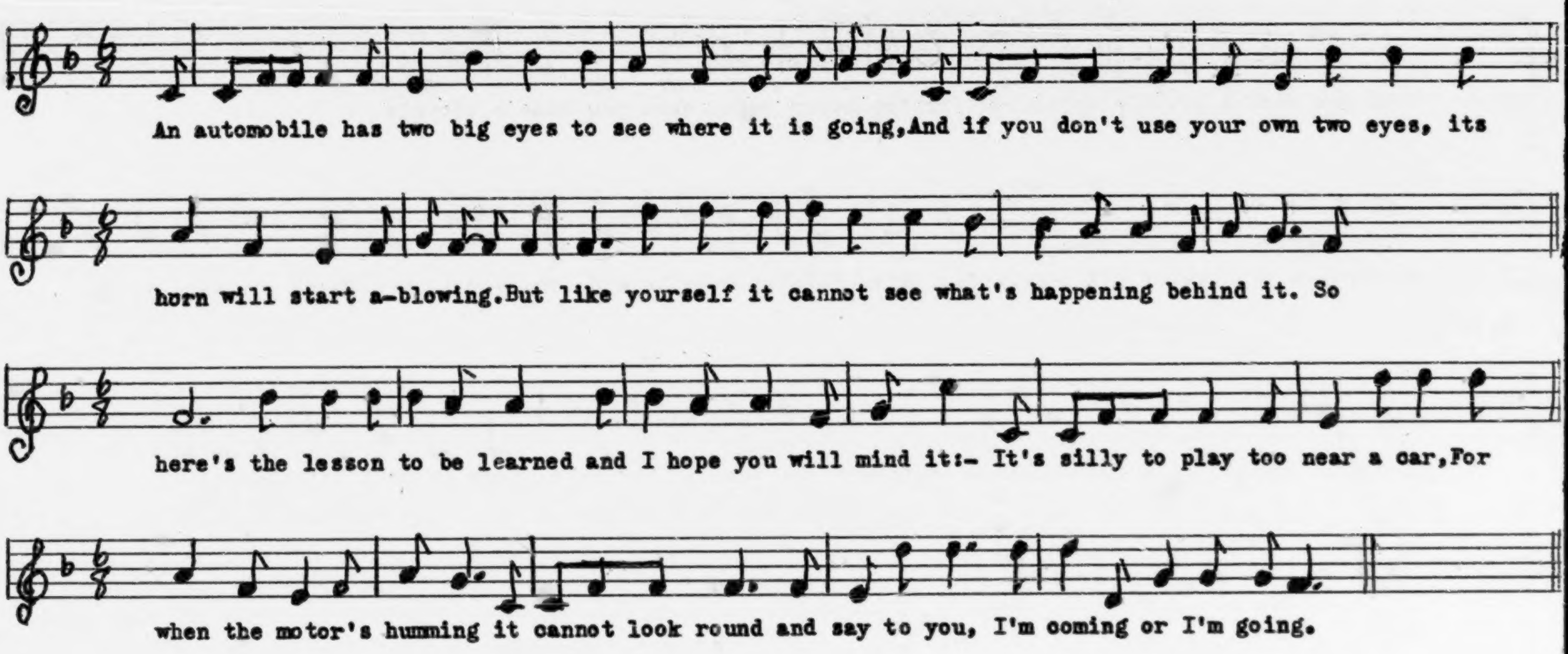
"When You Ride A Bicycle"


When you ride a bicycle watch out for the motor cars, When you ride a bicycle
Never take your hands off the handle bars, Pedal slowly to and fro, you'll get where you want to go
Don't do tricks you think you know cause you saw them at the show, Keep as cool as'n icicle
When you ride a bicycle.

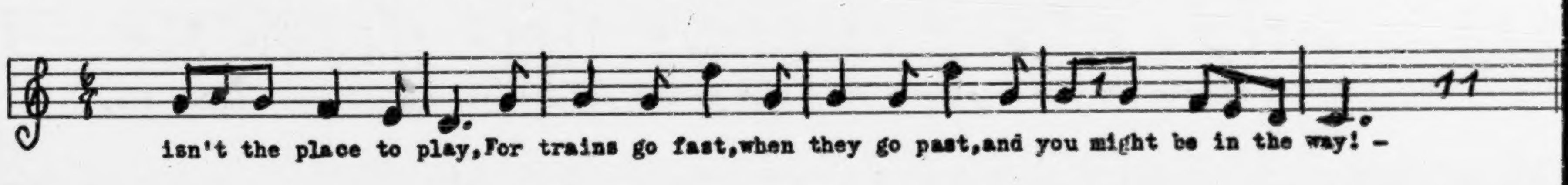
"Remember Your Name And Address"


Remember your name and address and telephone number too, Then if some day you lose your way, you'll
know just what to do; Walk up to the kind police-man, the very first one you meet-And simply say "I've
lost my way, I can not find my street, But I know my name and address, And telephone number too,
Then he'll be kind and help you find the dear ones who wait for you.

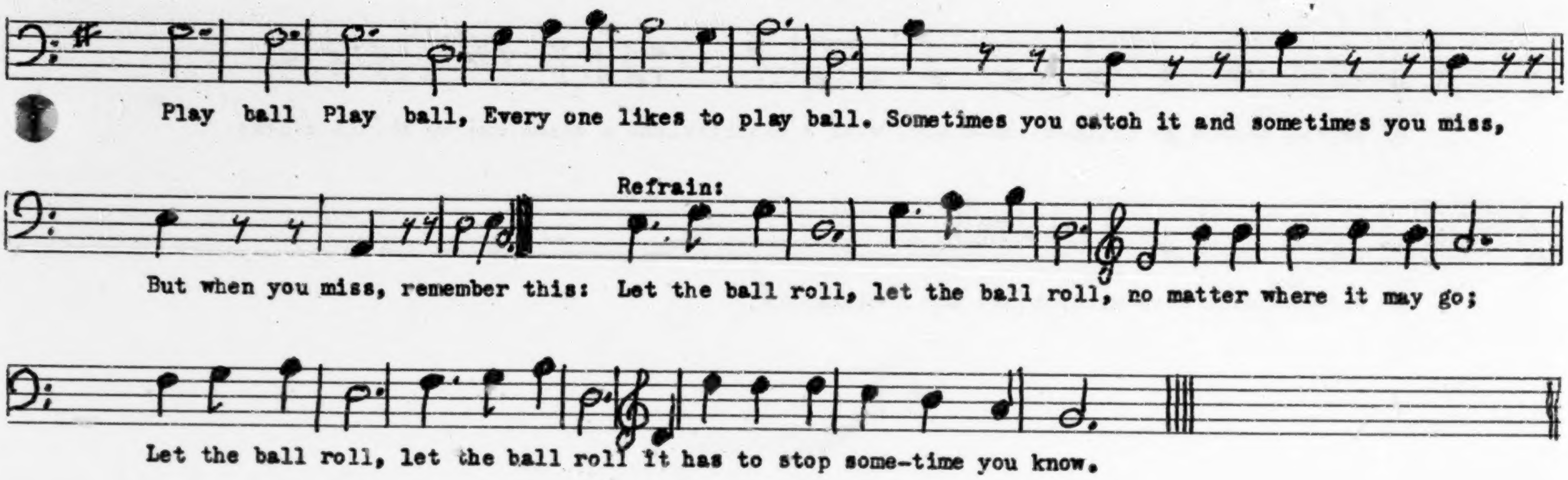
"An Automobile Has Two Big Eyes"


An automobile has two big eyes to see where it is going,And if you don't use your own two eyes, its
horn will start a-blowing.But like yourself it cannot see what's happening behind it. So
here's the lesson to be learned and I hope you will mind it:- It's silly to play too near a car,For
when the motor's humming it cannot look round and say to you, I'm coming or I'm going.

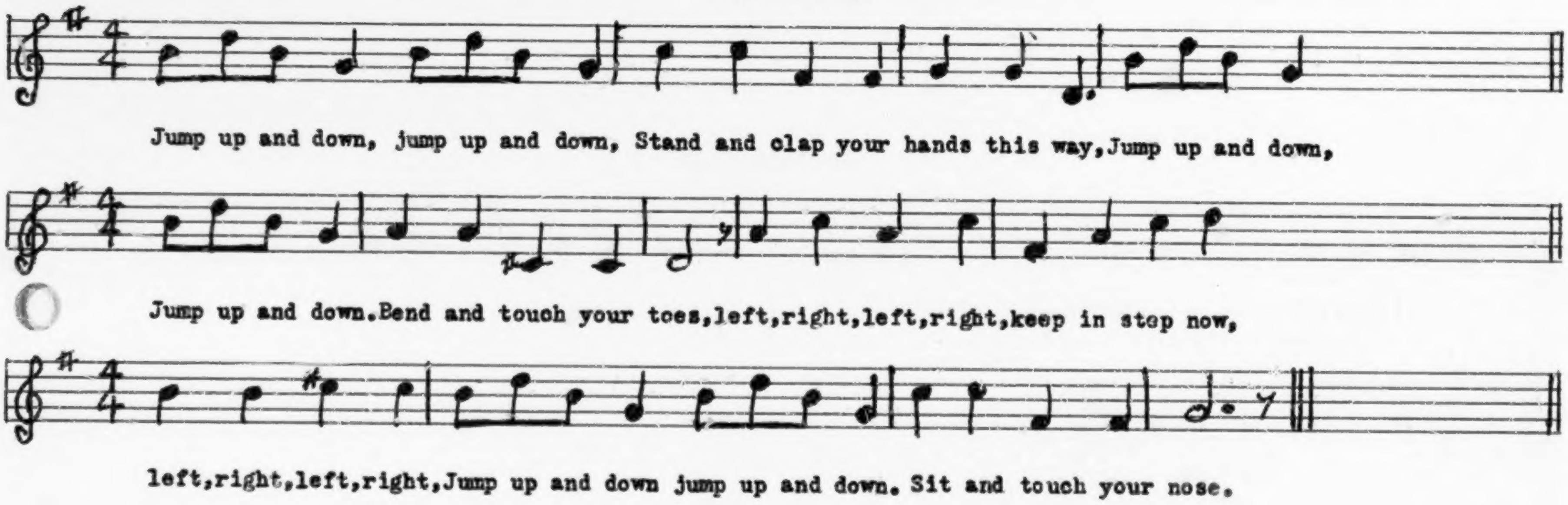
"Stay Away From The Railroad Tracks"


A boy stood on the railroad tracks and didn't hear the bell,I'd like to tell you the
Refrain:
rest of the tale,but it's too sad to tell,so,stay away from the railroad tracks,That
isn't the place to play,For trains go fast,when they go past,and you might be in the way! -
11

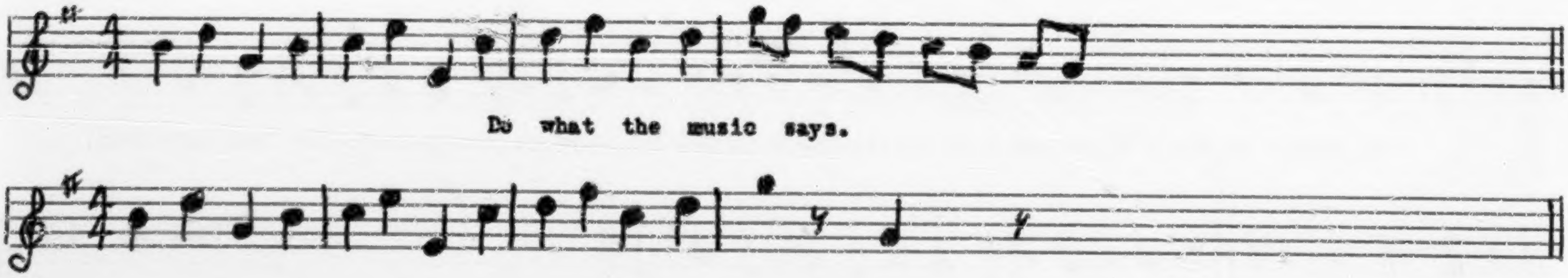
"Let The Ball Roll"


Play ball Play ball, Every one likes to play ball. Sometimes you catch it and sometimes you miss,
Refrain:
But when you miss, remember this: Let the ball roll, let the ball roll, no matter where it may go;
Let the ball roll, let the ball roll it has to stop some-time you know.

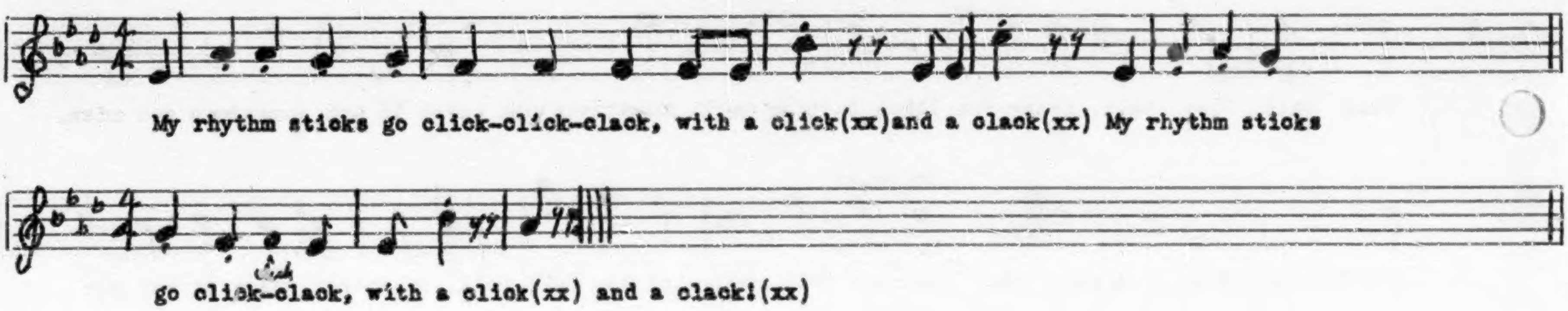
"Just For Fun"


Jump up and down, jump up and down, Stand and clap your hands this way, Jump up and down,
Jump up and down. Bend and touch your toes, left, right, left, right, keep in step now,
left, right, left, right, Jump up and down jump up and down. Sit and touch your nose.

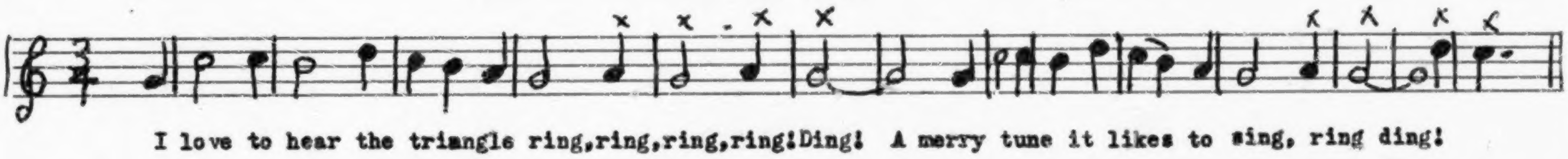
"Hop And Turn"


Do what the music says.

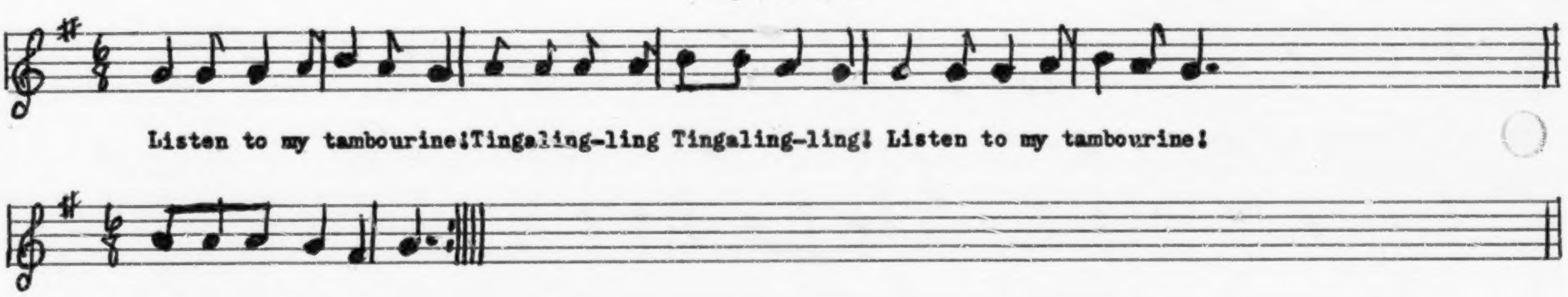
"My Rhythm Sticks"


My rhythm sticks go click-click-clack, with a click(xx)and a clack(xx) My rhythm sticks
go click-clack, with a click(xx) and a clack!(xx)

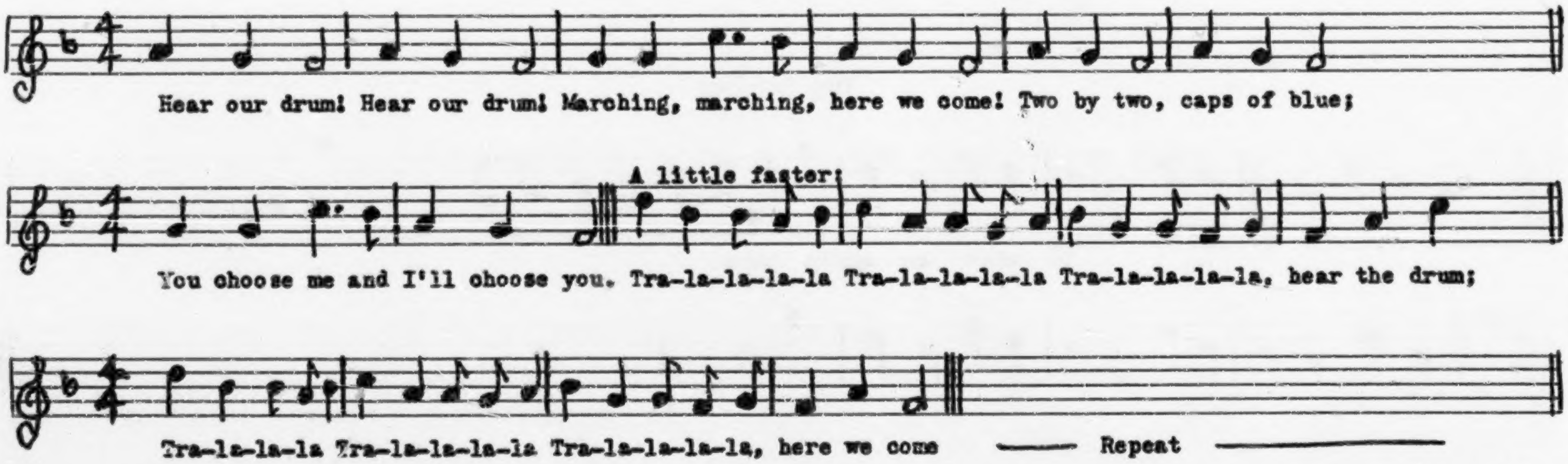
"My Triangle"


I love to hear the triangle ring,ring,ring,ring!Ding! A merry tune it likes to sing, ring ding!

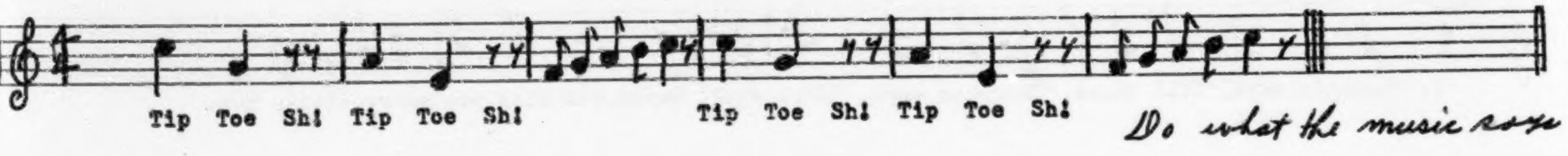
"My Tambourine"


Listen to my tambourine!Tingaling-ling Tingaling-ling! Listen to my tambourine!

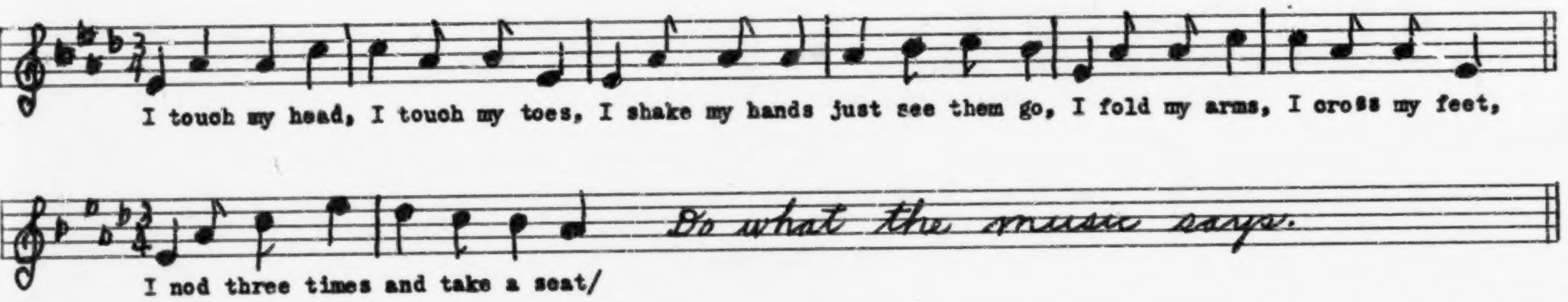
"The Drum Song"


Hear our drum! Hear our drum! Marching, marching, here we come! Two by two, caps of blue;
A little faster:
You choose me and I'll choose you. Tra-la-la-la-la Tra-la-la-la-la Tra-la-la-la-la, hear the drum;
Tra-la-la-la Tra-la-la-la-la Tra-la-la-la-la, here we come
Repeat

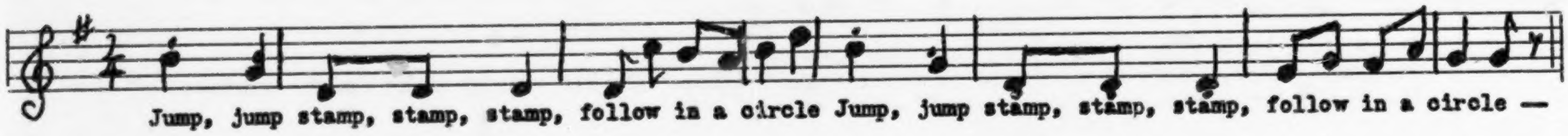
"Tip Toe Time"


Tip Toe Sh! Tip Toe Sh! Tip Toe Sh! Tip Toe Sh!
Do what the music says

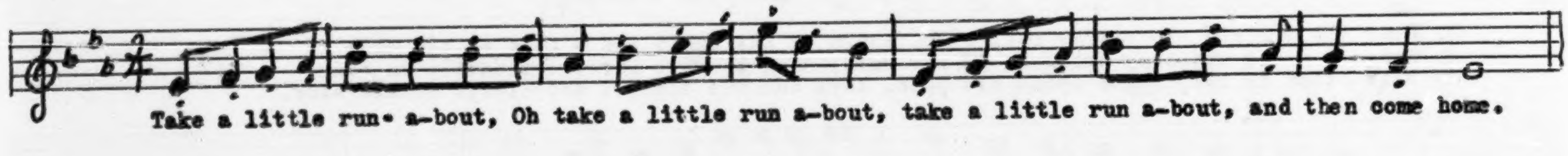
"Exercise"


I touch my head, I touch my toes, I shake my hands just see them go, I fold my arms, I cross my feet,
I nod three times and take a seat/
Do what the music says.

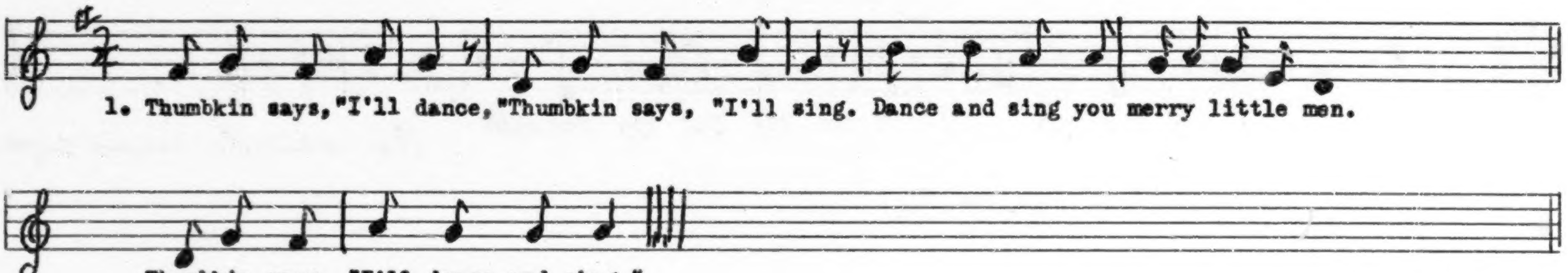
"Jump – Stamp"


Jump, jump stamp, stamp, stamp, follow in a circle Jump, jump stamp, stamp, stamp, follow in a circle —

"Take A Little Run About"


Take a little run- a-bout, Oh take a little run a-bout, take a little run a-bout, and then come home.

"Finger Game"



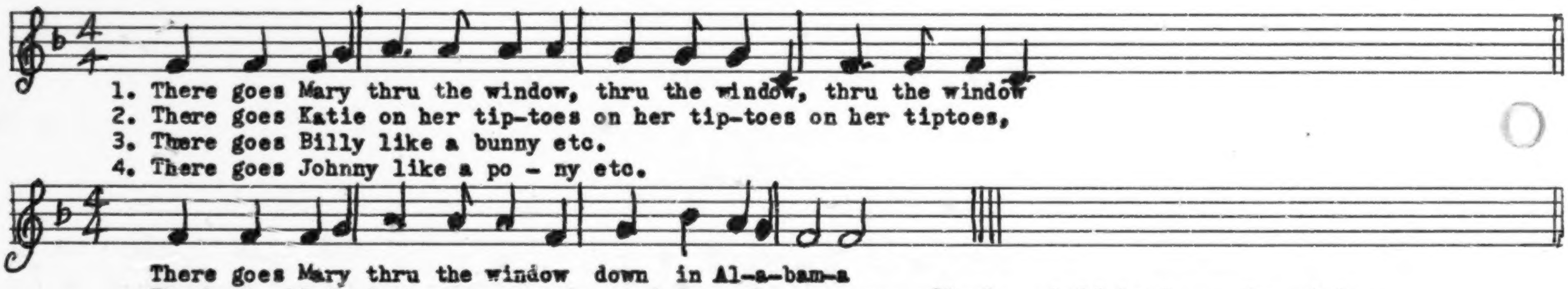
1. Thumbkin says, "I'll dance, "Thumbkin says, "I'll sing. Dance and sing you merry little men.

Thumbkin says, "I'll dance and sing."

2. Pointer says, "I'll dance" etc. -
3. Tall man says, "Ill dance" etc.
4. Ring man says "I'll dance" etc.
5. Little man says "I'll dance" etc.

Do what the music says.

"Thru The Window"

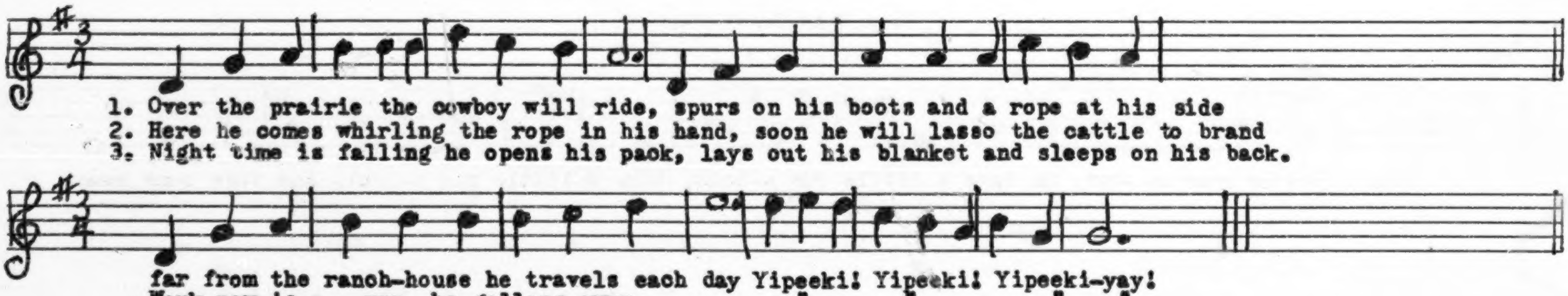


1. There goes Mary thru the window, thru the window, thru the window
2. There goes Katie on her tip-toes on her tip-toes on her tiptoes,
3. There goes Billy like a bunny etc.
4. There goes Johnny like a po - ny etc.

There goes Mary thru the window down in Al-a-bam-a

Elephant, bird, duck, etc. can be used for other verses. Circle - hold hands up for windows. One child thru, stands before another - new verse.

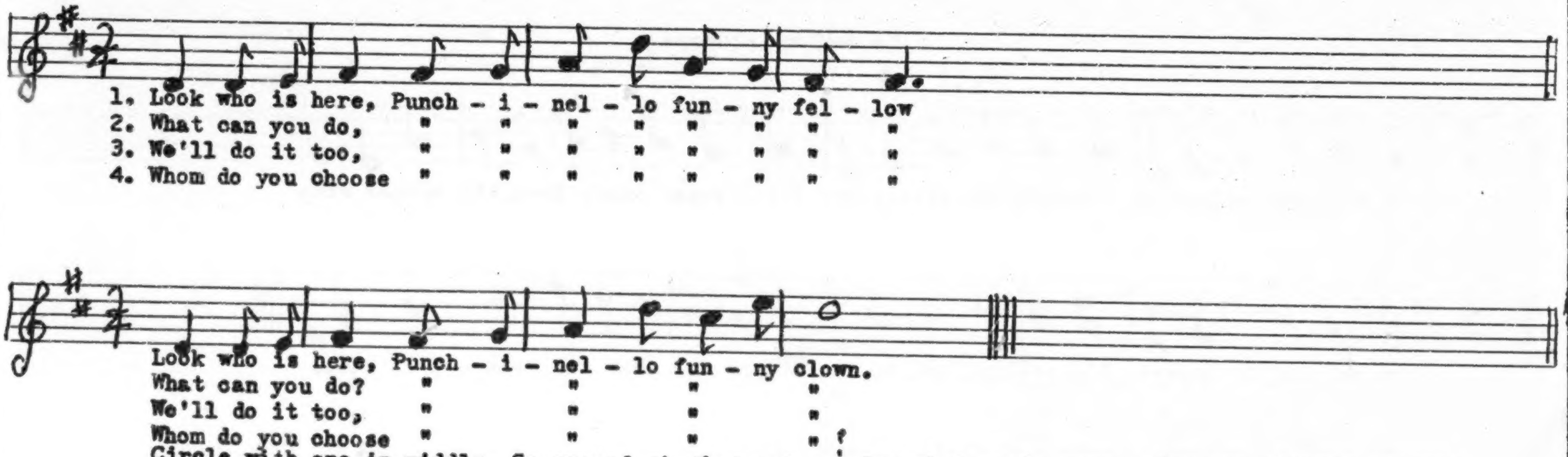
"The Cowboy Song"



1. Over the prairie the cowboy will ride, spurs on his boots and a rope at his side
2. Here he comes whirling the rope in his hand, soon he will lasso the cattle to brand
3. Night time is falling he opens his pack, lays out his blanket and sleeps on his back.

far from the ranch-house he travels each day Yipeeki! Yipeeki! Yipeeki-yay!
Work now is o - ver, he gallops away " " " "
Saddle for pillow, no roof but the sky " " " "

"Punchinello"

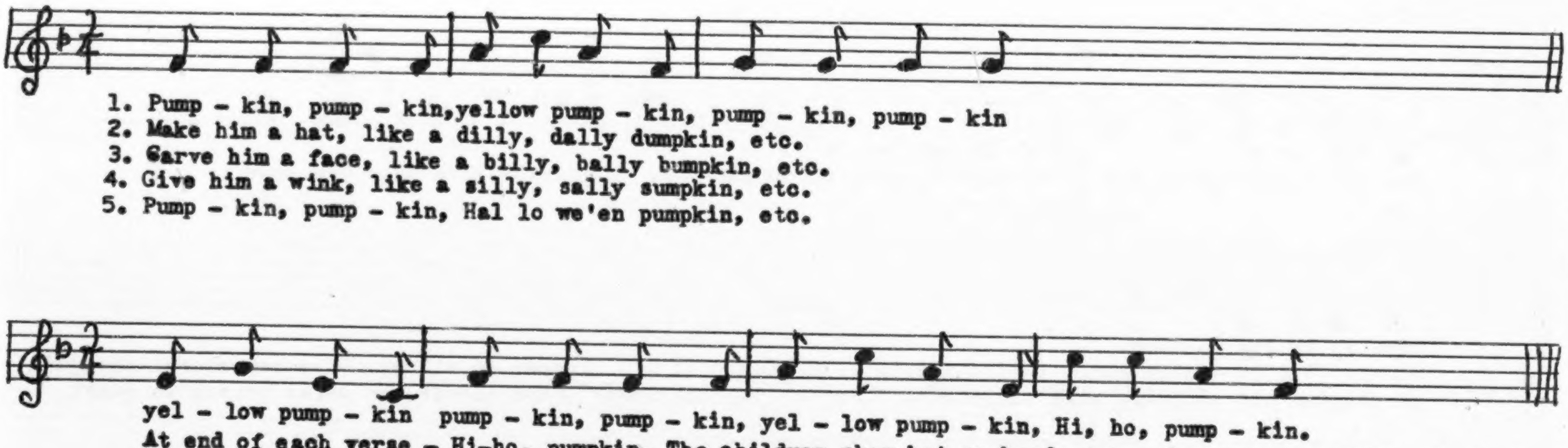


1. Look who is here, Punch - i - nel - lo fun - ny fel - low
2. What can you do, " " " " " " " "
3. We'll do it too, " " " " " " " "
4. Whom do you choose " " " " " " " "

Look who is here, Punch - i - nel - lo fun - ny clown.
What can you do? " " " "
We'll do it too, " " " "
Whom do you choose " " " "

Circle with one in middle. Go around singing and dancing what music says. New one chooses, repeat.

"Hi, Ho, Pumpkin"

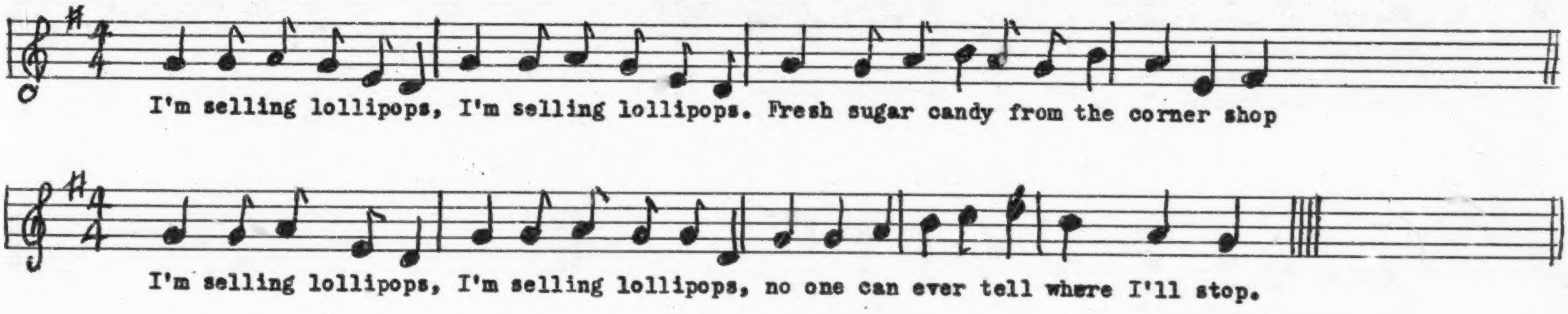


1. Pump - kin, pump - kin,yellow pump - kin, pump - kin, pump - kin
2. Make him a hat, like a dilly, dally dumpkin, etc.
3. Carve him a face, like a billy, bally bumpkin, etc.
4. Give him a wink, like a silly, sally sumpkin, etc.
5. Pump - kin, pump - kin, Hal lo we'en pumpkin, etc.

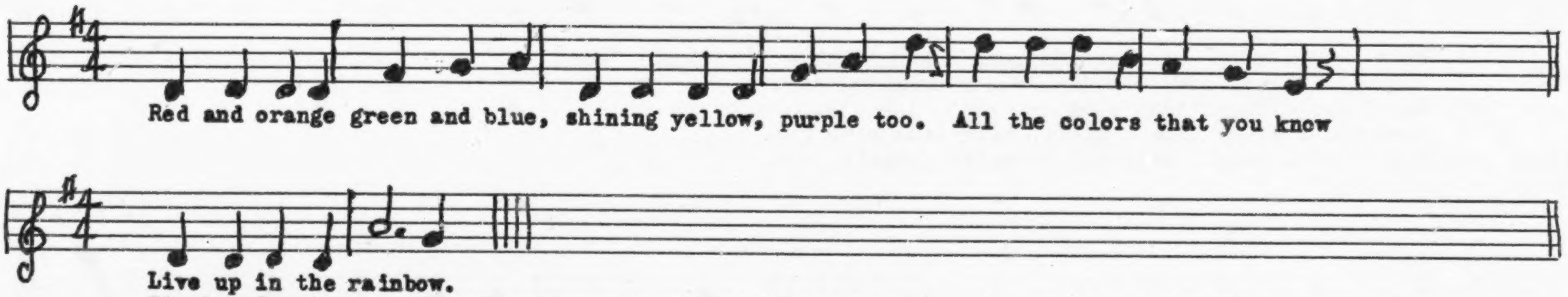
yel - low pump - kin pump - kin, pump - kin, yel - low pump - kin, Hi, ho, pump - kin.

At end of each verse - Hi-ho, pumpkin. The children show hat on head, carve face on own, wink. On last dance around as in first. Variation - a child draws on board as others sing.

"I'm Selling Lollipops"


I'm selling lollipops, I'm selling lollipops. Fresh sugar candy from the corner shop
I'm selling lollipops, I'm selling lollipops, no one can ever tell where I'll stop.

"Color Song"


Red and orange green and blue, shining yellow, purple too. All the colors that you know
Live up in the rainbow.

Circle. One in center skips around circle with hand full of (paper on stick). Give to several who join in singing and skipping with first one. "I'm selling lollipops" then choose new sales person to start.

Variation: Sing color song as sales person more slowly gives out colors. Then they follow and sing "I'm Selling Lollipops."

From: New School Games-Franz Mittier
Musichord Publication, New York, N. Y.

MISCELLANY

Types of Clothing Closures

Switches, Latches and Openers

Teaching Aids for Retarded Children

A Duty Roster

Using a Ruler

MANIPULATIVE SKILLS PROJECT: VARIOUS TYPES OF CLOTHING CLOSURES

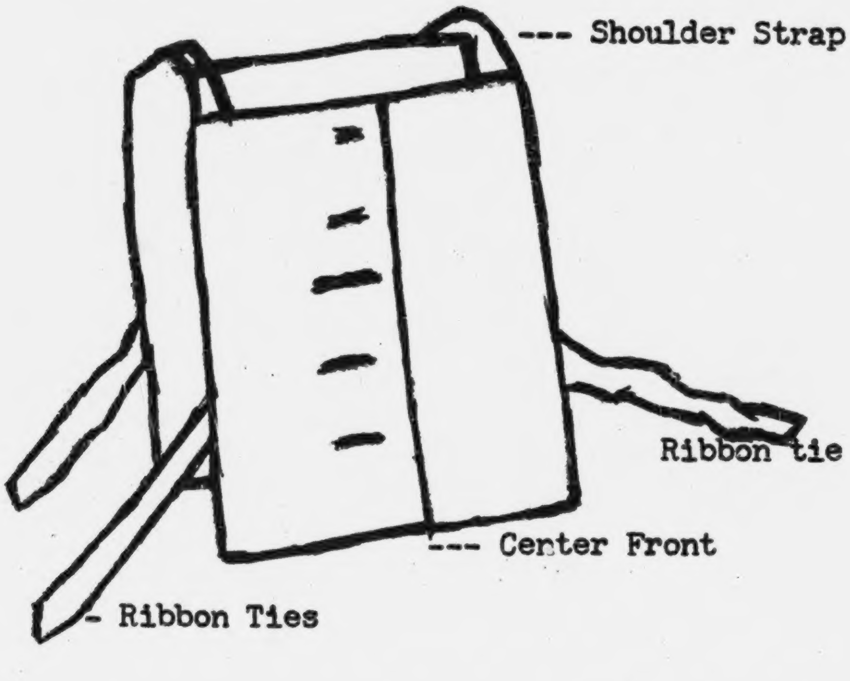
PURPOSE:

This project was designed for the young mentally retarded child at the pre-school and-or primary level who has difficulty with the finer hand skills required to manipulate the various types of closures used on their clothing. The project may be used in connection with several of the "12 Persistent Life Situations;" however, it was developed in relation to #10, "Learning to handle and to adjust to one's social, technological, and physical environment."

MATERIALS:

A loose fitting, waist-length garment that can be quickly and easily handled; easily laundered; and conveniently stored when not in use. A basic jacket or shirt pattern may be used, but sleeves and collars should be omitted; a weskit pattern may be suitable, also. Shoulder seams may be sewed together; the side seams should be open with ribbons used to tie the garment together; this allows for size adjustment. The center front is left open for the closures.

A quick way to construct the garment is to use 3 rectangular pieces of fabric (2 pieces for the front, one for the back). These are joined by shoulder straps and tied at the sides (as mentioned above).



Suggested Fabrics for Garment:	Sport Denim, cotton broadcloth; cotton cord; pillow ticking; felt (does not have hard-wear qualities and cannot be laundered, but fabric does not require finishing of seams, neck edges, and hems as do the other fabrics.)
Suggested Tie Fabrics:	Rayon taffeta and grosgrain.

TYPES OF CLOSURES:

1. Buttons and buttonholes – sizes should vary from large to small; buttons with shanks and those without.
2. Hooks and eyes – several sizes.
3. Snap fasteners and gripper snaps.

4. Zippers – Separating (Jacket).
5. "Valcro" closure – the Zipper "substitute." Sold by the inch; 1-inch width costs 7¢ per inch.
6. Buckle with prong and eyelets. This could be attached to the side of the garment or may be separate.

If large size hooks and eyes (loops) cannot be purchased, pipe cleaners may be bent into the appropriate forms and used for the above project. For older students these larger forms may be used when learning to sew and repair clothing. Large eye tapestry needles and mending yarn or embroidery floss should be used in this early learning experience – the large eye needles are easier to thread and to handle (the blunt points eliminate pricked fingers).

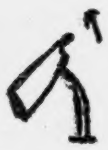
SWITCHES, LATCHES AND OPENERS

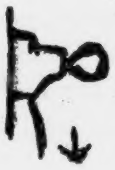
These series of projects have to do with enclosures and openers with respect to the environment as opposed to those as applied to clothing. It is felt that young mentally retarded children derive a great sense of accomplishment from ability to manipulate the environment, however small and easy it may appear to us. It is also felt that in the following activities, the children are often deprived of learning experiences and practice as the adults take over. With specific knowledge of how to use them, the children cannot only be of a help in the home, but secure satisfaction from them.

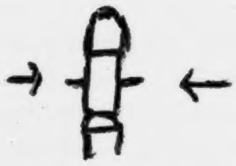
Light Switches

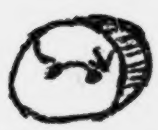
There are many different types of light switches that require different ways to turn on and off. Some common examples are diagrammatically presented here:

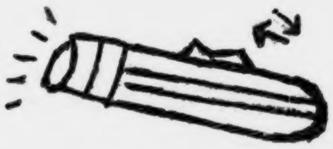
Push up or down

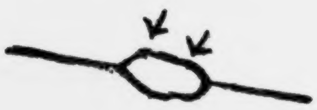

Turn around


Pull


Push to the right
or left


Push in on the right
or left

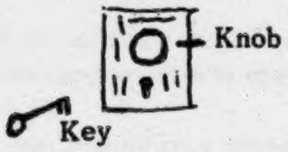

Push up sideways


Push on the right or left

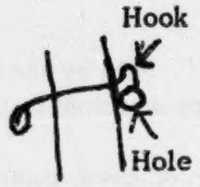
The best way to teach the children how to use them is to bring in actual samples of these types and let them manipulate them. Diagrams may be used as supplementary aids for the secondary group to train their ability to follow diagrammatic instructions. The written instructions may have value in the language arts area.

Door Latches

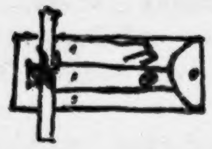
There are again many types of door latches or locks. Here presented are some common types. Learning will be facilitated with actual objects to practice on especially with the preacademic and primary level children.



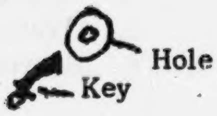
Insert key into hole, turn knob to the right



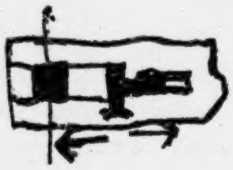
Place hook into hole



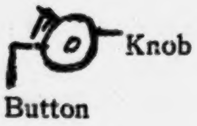
Turn to the right and pull



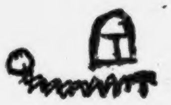
Put key into hole and turn to the right



Push to the left to lock and right to open



Push button in to lock, turn knob to open



Place chain head into hole

Can and Bottle Openers

The children will be of assistance in the home if they can learn to perform some of these simple duties. The school may act as a place to motivate them to practice at home as, oftentimes, these children are too shy to offer to help without knowing how.

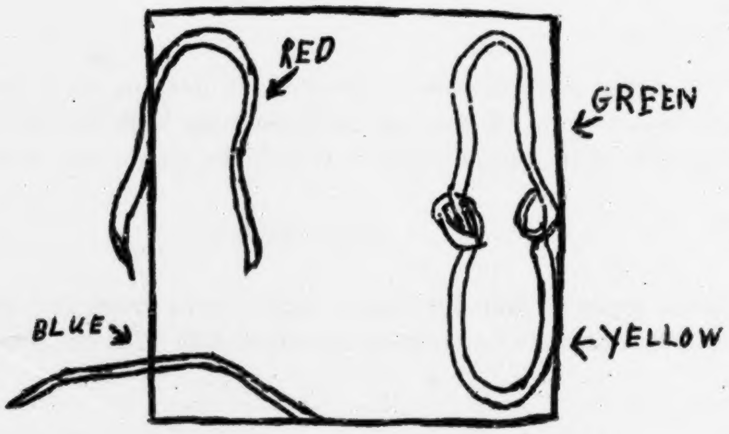
There are some common types of can openers on the market, the beer can type, the cork screw, all of which can be brought into the classroom for illustrations. Along with these, possibly some general hints can be offered to older children (secondary level) to add to their scientific knowledge. Such hints may be related to such specific household problems as, e.g., opening a tight bottle cap by:

a. Knocking it gently at the opening may help
b. Put the bottle cap under a hot faucet
c. Use a towel or rough material to open

These hints can be actually carried out in the classroom to provide a functional approach to instruction.

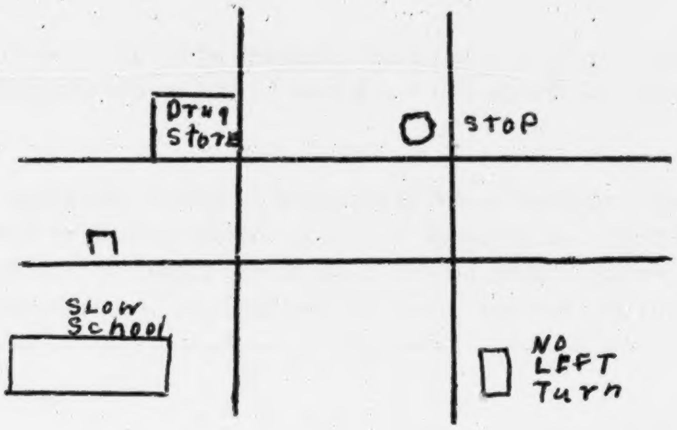
TEACHING AIDS FOR MENTALLY RETARDED CHILDREN

Tie Boards



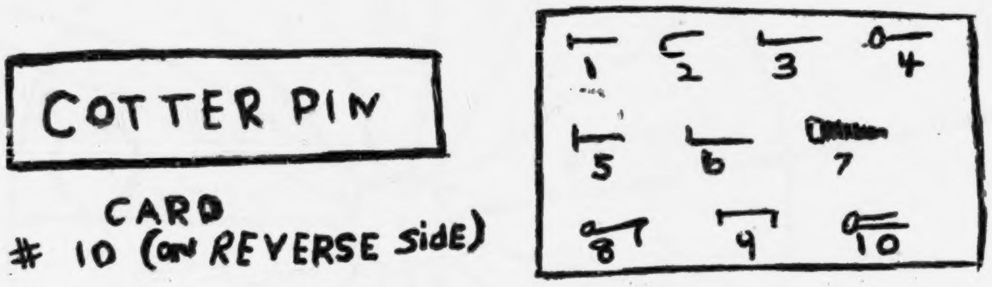
This is a plywood or masonite board approximately 12" x 15" to which 4 different pieces of light rope or heavy twine have been fastened. These pieces of rope have each been dyed a different color. The pupil can then be shown or directed to tie different rope ends together. Colors can be learned in this way, as can color combinations. Finger dexterity is learned, and with this device the child can be taught to tie simple overhand knots, square knots, and bow knots. Finally, different shaped geometrical concepts can be learned depending on which ropes are tied, such as square, triangle, etc.

City Streets



On our long strips of butcher paper or wrapping paper the class as a project can draw out a network of fairly long city streets. The pupils will then draw in schools, homes, drug stores, traffic signs such as STOP, KEEP RIGHT, SLOW, SCHOOL, HILL, NO PARKING, etc. Business places can also be labeled such as Hardware Store, Grocery Store, Police Department or Fire Department (with the local telephone numbers listed). Then, using toy cars and a small group of students the teacher can set up hypothetical situations where the children will run errands, take trips, and follow all the rules of traffic as indicated by their recognition of the traffic signs. She can also send them for medicine, toys, groceries, or to pay a traffic fine. The class can learn recognition of signs and simple directions via this functional approach.

A Hardware Board



The number of hardware "connector type" of articles such as shingle nails, finishing nails, roofing nails, round head screws, lag bolts, machine bolts, molly screws, etc., are glued to a plywood or masonite board of about 12" x 14". Each article is numbered and corresponding cards with the name of the object on one side and the correct number on the other are also made. The first use of the board is made by a discussion of how each of the articles is used around a school or home or industry. Next, number concepts are learned by matching numbers. Reading recognition drills can also be done. Many variations of this board can be used and many different learning problems attacked.

A DUTY ROSTER

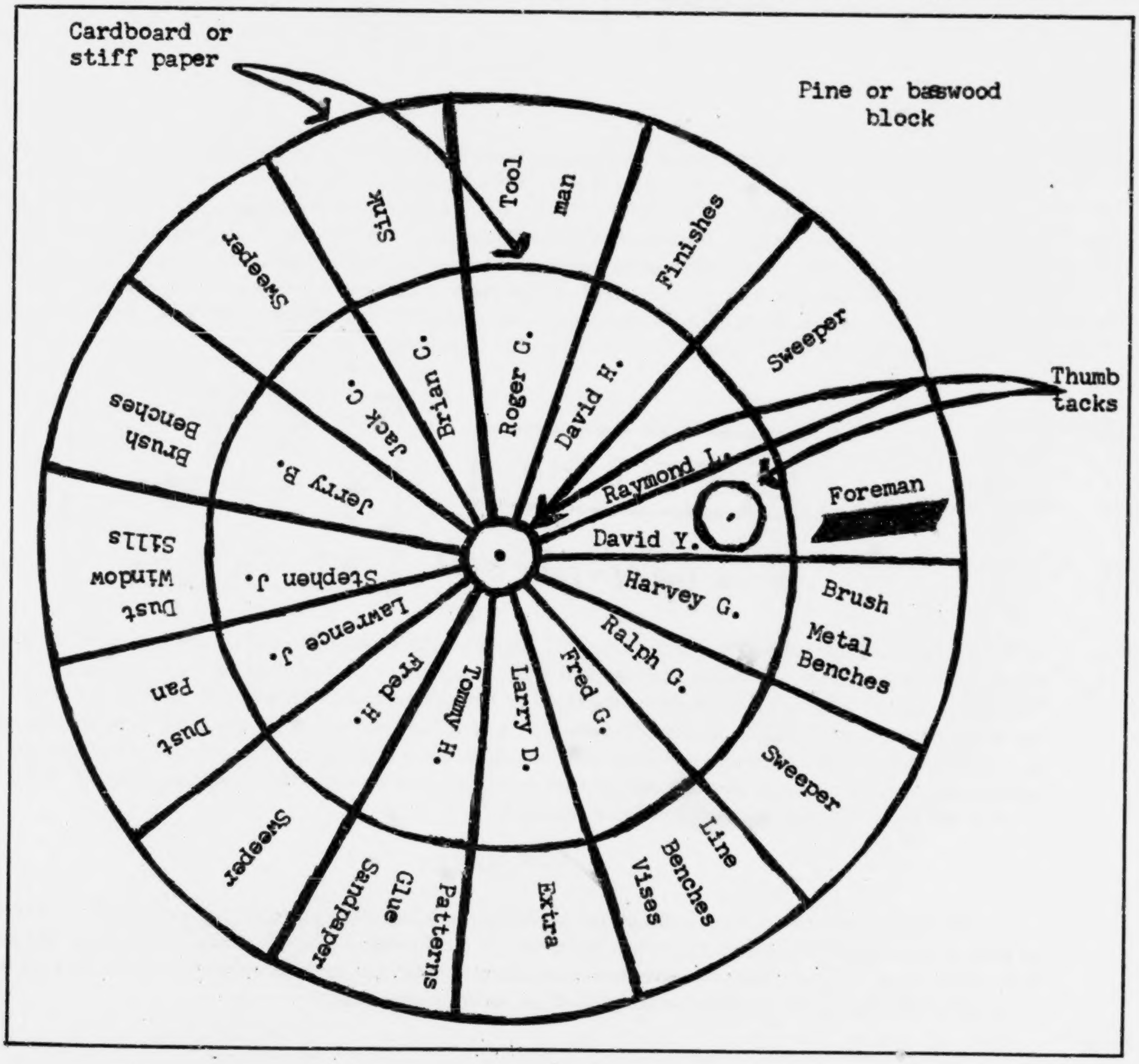
Orderliness, responsibility, neatness and leadership are important parts of the training of the retarded as well as the normal youngsters in school. Much can be taught with a properly organized cleanup assignment sheet. Many different methods have been successfully used, but the one we found that works very well in our shop classes for the retarded is illustrated on the following page.

This duty roster consists of two different size circles cut from stiff paper or cardboard. These are thumb tacked to a piece of soft pine or basswood. The tack on the outer edge of the smaller circle is used to hold the two in place.

Each circle is divided in the same number of segments as there are members in the class. On the outside circle are the duties each youngster is to perform. For youngsters that have not reached the reading stage, pictures can be clipped from magazines and catalogues and pasted on the outer circle to indicate the job or area they must take care of.

Once a week the inside circle is rotated one segment which gives each youngster a new responsibility and experience. Various jobs and duties can be chosen by the teacher according to the physical setup of the classroom or shop room.

Duties should be well explained to the students with special emphasis on the foreman job so as to instill respect, prestige and importance enough to cause each individual to look forward to the time when he will have full control and responsibility for the class during clean up. Variations of this duty roster could be developed by special classroom teachers involving various room tasks, assignments or responsibilities.


Cardboard or stiff paper
Pine or basswood block
Thumb tacks
Tool man
Finishes
Sweeper
Foreman
Brush Metal Benches
Sweeper
Line Benches Vises
Extra
Patterns Glue Sandpaper
Sweeper
Dust Pan
Dust Window Sills
Brush Benches
Sweeper
Sink
Roger G.
David H.
Raymond L.
David Y.
Harvey G.
Ralph G.
Fred G.
Larry D.
Tommy H.
Fred H.
Lawrence J.
Stephen J.
Jerry B.
Jack C.
Brian C.

USING A RULER

OVERVIEW:

Teachers who work with retarded students find that much time must be spent, not only to orient each student, but also to determine each student's knowledge of the subject matter. Even then it is difficult to get an accurate verbal account from the student of his relative strengths and weaknesses. It is important, therefore, that the instructor develop tools such as (1) placement tests and (2) remedial units.

1. Placement tests may be used to measure more quickly and accurately the student's knowledge of the subject.
2. Remedial units make it possible to adjust and pin point the curriculum to meet the needs of the individual student and thus promote maximum learning.

OBJECTIVES:

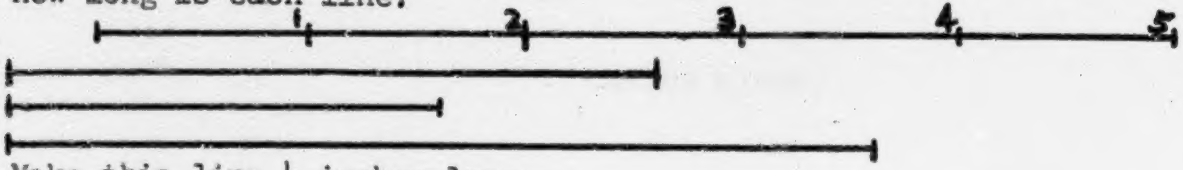
To determine what the student knows about measuring.
To give the student the proper concept of the measuring process.
To enable the student to become proficient in reading and using a ruler.

SUGGESTIONS:

1. The items in these units are too closely spaced. It would be well to use two sheets for each unit.
2. In preparing the student for the test, it would be advisable to point out that the instructor will be in a better position to help if he knows just how well the student can use the ruler.
3. A chart on the bulletin board, where the student can check his own progress, might prove an added incentive.

USING A RULE–TEST

How long is each line?



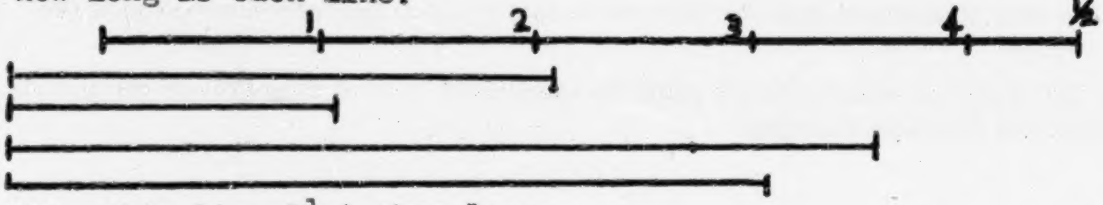
5 inches
____ inches
____ inches
____ inches

Make this line 4 inches long.

Make this line 2 inches long.

Make this line 6 inches long.

How long is each line?

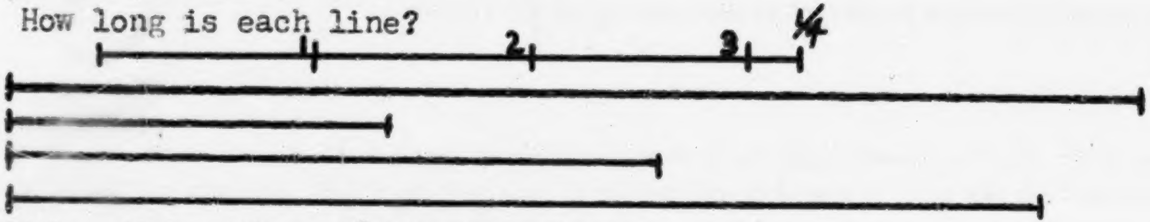


4½ inches
____ inches
____ inches
____ inches
____ inches

Make this line 3½ inches long.

Make this line 5½ inches long.

How long is each line?



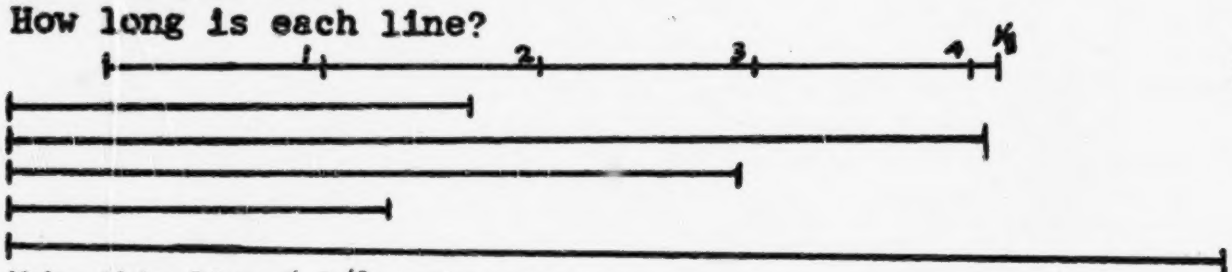
3¼ inches
____ inches
____ inches
____ inches
____ inches

Make this line 4¼ inches long.

Make this line 2¼ inches long.

Make this line 3 3/4 inches long.

How long is each line?



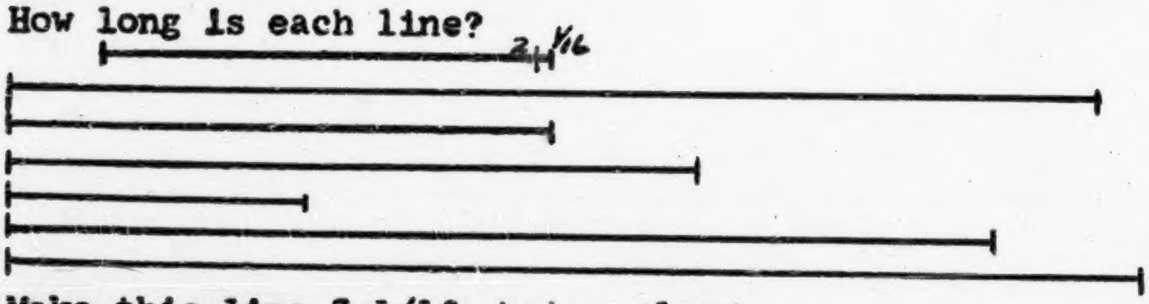
4 1/8 inches
____ inches
____ inches
____ inches
____ inches
____ inches

Make this line 5 1/8 inches long.

Make this line 4 3/8 inches long.

Make this line 2 5/8 inches long.

How long is each line?



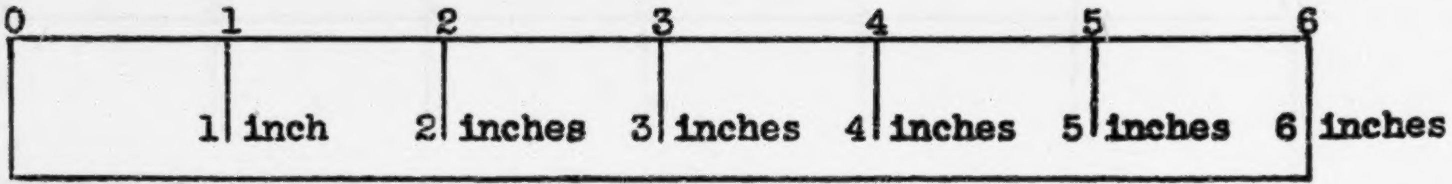
2 1/16 inches
____ inches
____ inches
____ inches
____ inches
____ inches
____ inches

Make this line 3 1/16 inches **long.**

Make this line 5 13/16 inches long.

USING A RULER-INCHES

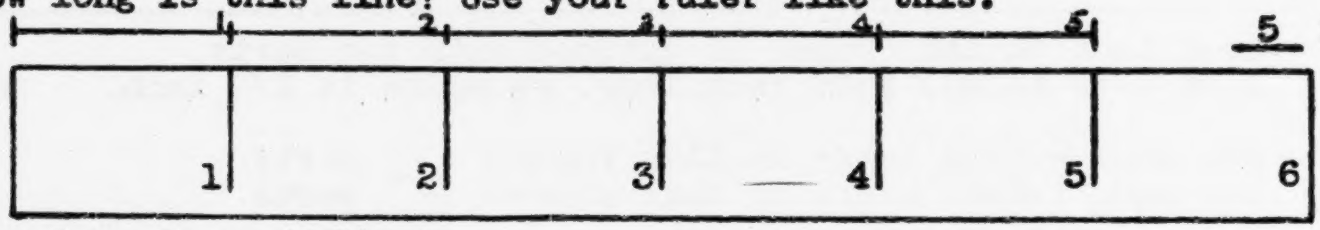
This ruler is 6 inches long.



From 0 to 1 is 1 inch.
From 0 to 2 is 2 inches.
From 0 to 3 is 3 inches.
From 0 to 4 is 4 inches.
From 0 to 5 is 5 inches.

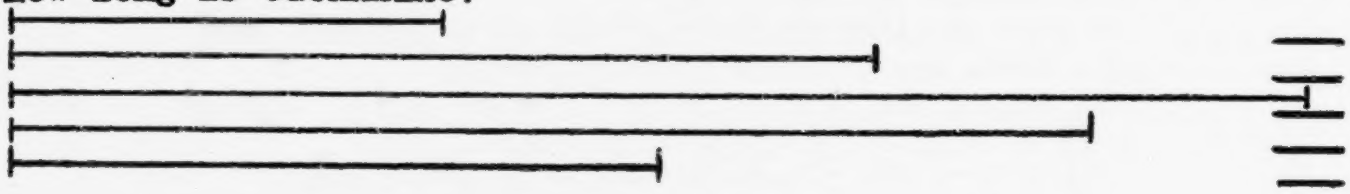
How many inches from 1 to 2. _1_ inch.
How many inches from 3 to 4. ___ inch.
How many inches from 2 to 4. ___ inches.
How many inches from 3 to 6. ___ inches.
How many inches from 1 to 5. ___ inches.

How long is this line? Use your ruler like this.



_5_ inches

How long is eachhline?



___ inches
___ inches
___ inches
___ inches
___ inches

Make this line 4 inches long.

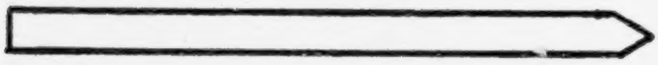
Make this line 2 inches long.

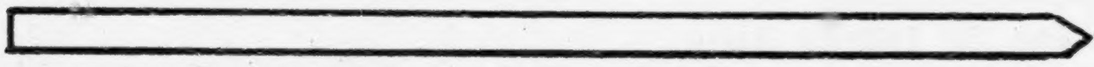
Make this line 5 inches long.

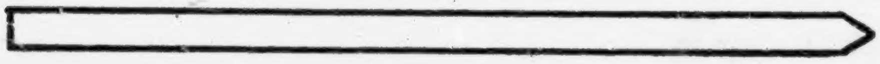
Make this line 3 inches long.

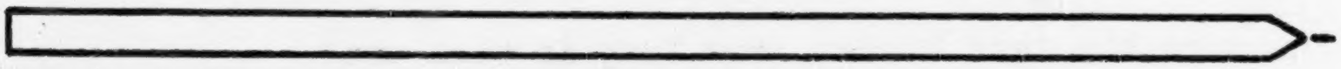
Here are drawings of pencils. How long is each pencil?

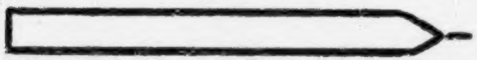
_1_ inch


--- inches


--- inches


--- inches


--- inches

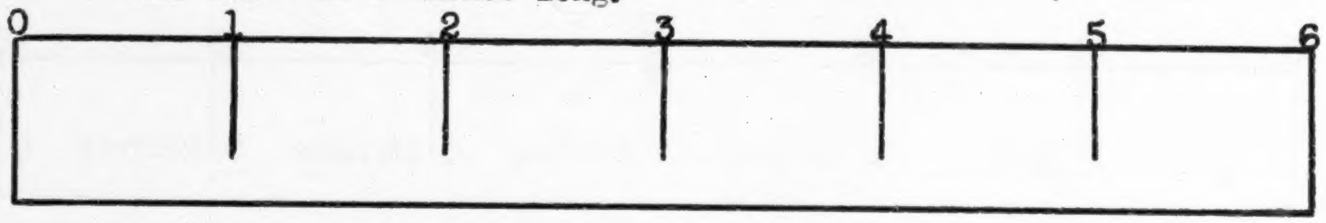

--- inches

Use your ruler to measure the test blocks. How long is each block?

No.1___ No.3___ No.5___ No.7___
No.2___ No.4___ No.6___ No.8___

USING A RULER–½ INCHES

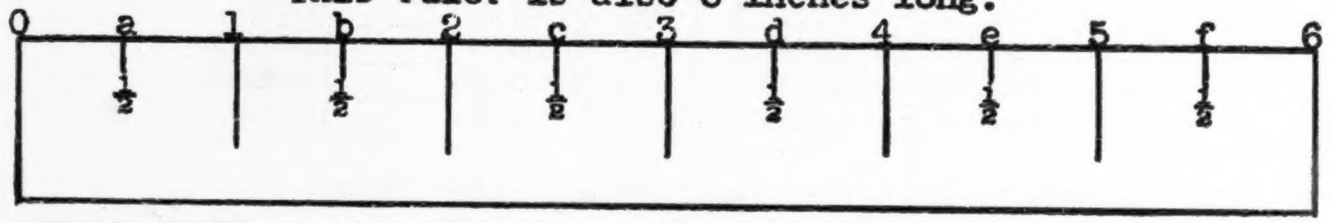
This ruler is 6 inches long.



Use your ruler to measure.

From 0 to 1 is One inch.
From 1 to 2 is ___ inch.
From 0 to 3 is ___ inches.
From 1 to 5 is ___ inches.
From 3 to 4 is ___ inch.
From 0 to 5 is ___ inches.
From 5 to 6 is ___ inch.
From 2 to 4 is ___ inches.

This ruler is also 6 inches long.



Each inch on this ruler is divided into two parts.
Each part is one half inch long. We write it 1/2 inch.

How many ½ inch parts in this ruler? ___ parts
How many 1 inch parts in this ruler? ___ parts

Look carefully at the ruler.
You will see that the line that marks the inches is long.
The line that marks the ½ inches is not so long.

From 0 to a is ½ inch. From 0 to 1 is one inch.
From 0 to b is 1 inch and ½ inch. We write it 1½ inches.

From 0 to 2 is ___ inches.
From 0 to c is ___ inches.

From 1 to 5 is ___ inches.
From 1 to f is ___ inches.

From 2 to 5 is ___ inches.
From 2 to f is ___ inches.

Make this line 2½ inches long.

Make this line 5½ inches long.

Make this line 1½ inches long.

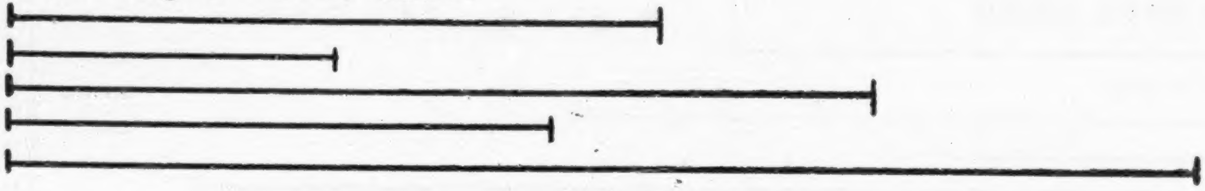
Make this line 4½ inches long.

Measure the test blocks. How long is each one?

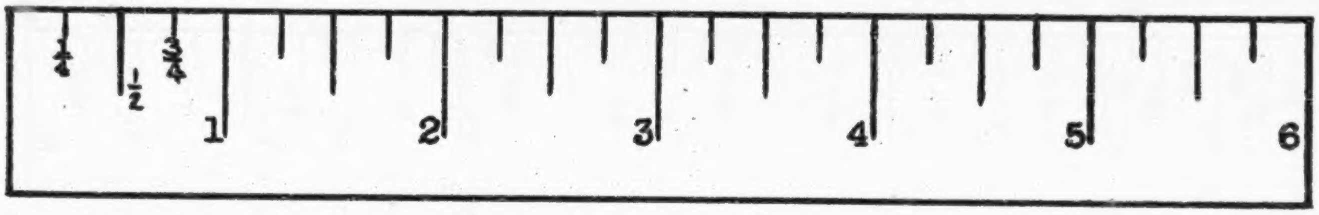
No.1___
No.2___
No.3___
No.4___
No.5___
No.6___
No.7___
No.8___

USING A RULER–1/4 INCHES

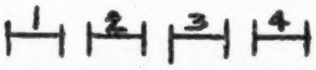
How long is each line?

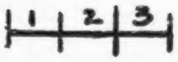


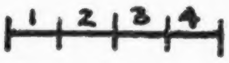
___ inches
___ inches
___ inches
___ inches
___ inches



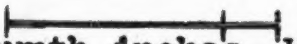
This ruler is 6 inches long.
Each inch is divided into 4 parts.
Each part is ¼ inch long.

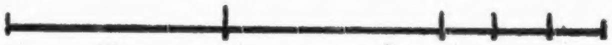
Here we have four ¼ inch parts. 

If we add three ¼ inch parts together we have  3/4 inches.

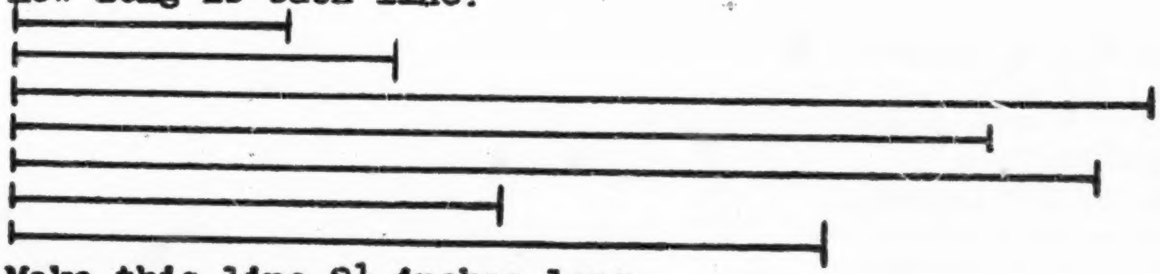
If we add four ¼ inch parts together we have  4/4 inches.

How many ¼ inch parts are in 1 inch? ___ parts

Add 1 inch and ¼ inch. 
We say it one and one fourth inches. We write it 1¼ inches.

Add 2 inches and 3/4 inches. 
We say it two and three fourth inches. We write it 2 3/4 inches.

How long is each line?



___ inches
___ inches
___ inches
___ inches
___ inches
___ inches
___ inches

Make this line 2¼ inches long.

Make this line 2 3/4 inches long.

Make this line 3½ inches long.

Make this line 5 3/4 inches long.

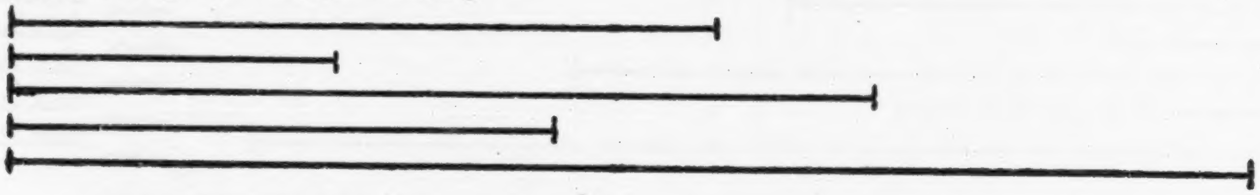
Make this line 4 ¼ inches long.

Measure the test blocks. How long is each one?

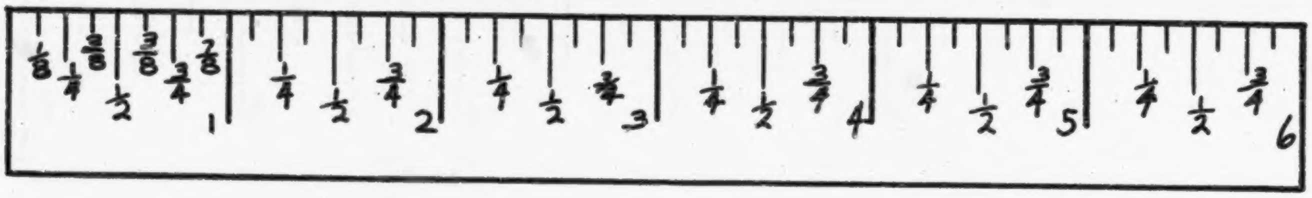
No.1___ No.2___ No.3___ No.4___
No.5___ No.6___ No.7___ No.8___

USING A RULER–1/8 INCHES

How long is each line?



___ inches
___ inches
___ inches
___ inches
___ inches

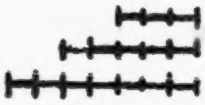


This ruler is 6 inches long.
Each inch is divided into 8 parts.
Each part is 1/8 inch long.

Here is a line 1 inch long. It is divided into 8 parts.
Now divide this 1 inch line into 8 parts.
How long is each part? ___ inch

Here are eight 1/8 inch parts.

If we add three 1/8 inch parts together we have 3/8 inches
If we add five 1/8 inch parts together we have 5/8 inches
If we add seven 1/8 inch parts together we have 7/8 inches



Add 1 inch and 1/8 inch.

We say it one and one eighth inches. We write it 1 1/8 inches.

Add 1 inch and 5/8 inch.

We say it one and five eighths inches. We write it 1 5/8 inches.

Make this line 2 1/8 inches.

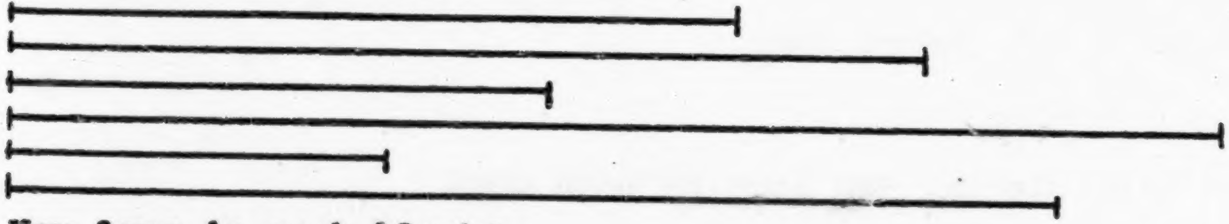
Make this line 2 7/8 inches.

Make this line 5 3/8 inches.

Make this line 4 5/8 inches.

Make this line 7 1/8 inches

How long is each line?



___ inches
___ inches
___ inches
___ inches
___ inches
___ inches
___ inches

How long is each block?

No.1___ inches No.3___ inches No.5___ inches No.7___ inches
No.2___ inches No.4___ inches No.6___ inches No.8___ inches